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ABSTRACT

The California Educational Research Cooperative (CERC) is a partnership between county and local school systems and the School of Education at the University of California, Riverside. The annual report of this organization is presented. The report details the missions and goals of CERC and its effort to bring professionals and research scholars together so as to form a link between research and practice. The report describes the research cycle, detailing the steps taken throughout the cycle and the types of projects undertaken by CERC. Core research projects include the class-size reduction project, the cultural diversity and teacher labor market project, and the educational indicators market project. A section on members and special research features information on the California Beginning Teacher Support and Assessment Program, the Beginning Teacher Support and Assessment Evaluation of the Training for Principals and Site Administrators, the California Post-Secondary Education Commission, and other programs. The report concludes with a fiscal summary and a list of CERC publications, CERC sponsors and members, and CERC faculty and staff. (RJM)

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ED 423 594

ANNUAL REPORT

1998

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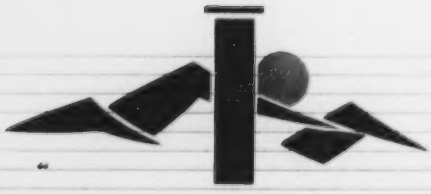

CALIFORNIA EDUCATIONAL RESEARCH COOPERATIVE

UNIVERSITY OF CALIFORNIA, RIVERSIDE

EA 029306

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THE CALIFORNIA EDUCATIONAL RESEARCH COOPERATIVE (CERC)

CERC is a unique partnership between county and local school systems and the School of Education at the University of California, Riverside. It is designed to serve as a research and development center for sponsoring county offices of education and local districts – combining the professional experience and practical wisdom of practicing professionals with the theoretical interests and research talents of the UCR School of Education faculty.

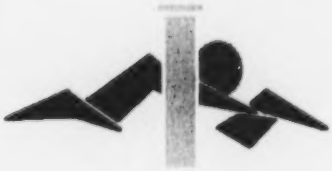
CERC is organized to pursue six broad goals. These goals serve the needs and interests of cooperating public school members and the University by providing:

- Tangible practical support for school improvement
- Proven stategies for resolving instructional, management, policy and planning issues facing public education.
- Valuable professional development opportunities for current and future school leaders.
- Support for data-based decision-making among school leaders.
- Research, planning and evaluation activities that are meaningfully interpreted and applied to school district problems.
- Data analysis to assist in generating public support for effective school programs.

In addition to conducting research in these areas, CERC publishes reports and briefs on a variety of educational issues. CERC also sponsors regional workshops for local educational leaders.

CERC
Executive Staff

Irving G. Hendrick
Professor & Dean



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CERC MEMBERS

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Riverside County Office of Education

San Bernardino County Superintendent of Schools

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East San Gabriel Valley ROP
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Helendale Elementary
Jurupa Unified
Manhattan Beach Unified
Moreno Valley Unified
Ontario-Montclair School District
Oro Grande Elementary
Palos Verdes Peninsula Unified
Perris Union High
Redlands Unified
Riverside Unified
San Jacinto Unified
UC Riverside/Sherman Partnership
Val Verde Unified
Victor Elementary
Victor Valley Union High
Yucaipa-Calimesa Joint Unified

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Message from the CHANCELLOR

We are entering our second decade as an educational research cooperative. While there have been some changes in personnel and in membership over the years, the original commitment of UCR to the public schools remains unchanged. CERC will remain our campus's primary vehicle for conducting research that has promise and meaning for our friends in the public schools. As we face our future together, we will be doing so with several important changes in leadership. As you learned nearly a year ago, **Dean Irving Hendrick** will be leaving his office at the end of June. **Irv** has served our campus, community, and all of education well. He has been a personal mentor and friend. He will continue to assist us in many of our endeavors, a prospect which is very pleasing to me personally. I am delighted--actually elated would not be too strong an expression--to report that **Professor Robert C. Calfee** from Stanford University will assume office as Dean of Education on July 1. He is strongly committed to CERC. Indeed he has cited the existence of CERC as a leading reason why he found UCR a desirable place to work. You will be hearing much more from **Dean Calfee** in the months ahead.

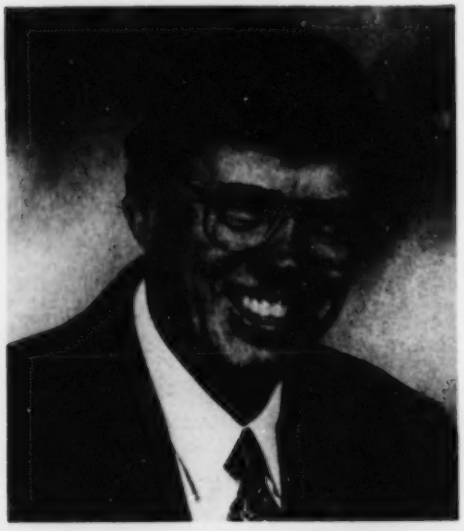
Our founding managing director of CERC, **Doug Mitchell**, will continue with his critical leadership of the organization into its second decade. **Rodney Ogawa**, who has served as co-managing director of CERC will be assuming more general responsibilities in the School of Education as Associate Dean. In the coming year, **Doug** will be ably assisted directly by **Irv Hendrick** and by our good friend, **Tony Lardieri**, formerly superintendent in Fontana and now soon to retire as superintendent of the Riverside Unified School District. As I hope you can see, we are endeavoring to maintain our core orientation of conducting meaningful, high quality, educational research that can make a practical difference in the schools.

Certainly not all transitions in CERC will be occurring at UCR! The county superintendents in Riverside and San Bernardino Counties have been critical to sponsoring the work of this organization. Throughout our history the cooperative has been encouraged, sponsored, and supported by **Dale Holmes**, retiring Riverside County Superintendent of Schools. It was **Dale** and my predecessor, **Rosemary S.J. Schraer**, who, along with then San Bernardino County Superintendent **Charles Terrell**, provided the initial impetus for getting CERC started. It is no exaggeration to state that there would have been no CERC as we know it today had it not been for the vision and support of **Dale, Chuck Terrell**, and **Chuck's** successor, **Barry Pulliam**. I note with disappointment that **Barry** will be leaving office at the end of his current term. Both **Dale** and **Barry** must know that they will be leaving office with my respect and warmest thanks for the leadership they have provided to public education in this region of California. I hope their successors will carry on the CERC partnership with the same sense of commitment and enthusiasm that marked the organization's first decade. Change is inevitable and a good thing. Our collective responsibility, however, is to see to it that change is constructive for the children and youth of Riverside and San Bernardino Counties.

For my part, I look forward to CERC entering the millennium as one of the brightest beacons for public school enhancement.

Raymond L. Orbach

Message from the DEAN



When I wrote to you a year ago I thought that it would be my last opportunity to do so as dean. As it turned out, I was only technically correct in that assumption. This year I have been serving as interim dean in preparation for the formal arrival of my successor, **Bob Calfee**, on July 1. I know that you will enjoy getting to know **Bob** and come to appreciate the vision and energy that we will bring to our School of Education. **Bob** is a distinguished educational researcher, a former editor of the Journal of Educational Psychology, and is strongly committed to helping those of us in CERC do our level best in assisting you to advance the quality of education offered by our member schools.

Between annual reports do you ever feel that you are not sure what CERC is up to? We hope that this is never an issue with the superintendents and designees who meet with us on a regular basis. Yet, for board members and some school officials whose regular responsibilities do not involve regular interaction with CERC, I can imagine that staying in touch with the cooperative's research activities can be something of a challenge. The good news is that if you have access to a worldwide web site, we are accessible every hour or every day at **www.education.ucr.edu/cerc**. At that address you can find a complete listing of every CERC report ever written, as well as download some of the more important recent reports without leaving your computer. If you need technical assistance on how to do this, please don't hesitate to call us at (909) 787-3026. Of course, all the written reports are still available to members simply by asking for them.

We realize, as I am sure you realize, that most lasting improvements in education will not occur simply because certain members of our cooperative read particular reports and then attempted to act on what they learned. Unfortunately, improving the learning of children generally is not that easy. Thus, in the years ahead we plan to work with our school friends to develop interactive systems that encourage all of us to think and act in a planned, coordinated manner. Currently, the development of our Educational Indicators System (EIS) is intended to enable all of us--county officers, districts, and schools to receive performance feedback on regular cycles. We assume that the most important improvements in educational practice will follow from a critical analysis of relevant information about the instructional process, those who provide the instruction, the conditions under which they operate, and the students who receive the instruction.

The *Annual Report* will give you a good and balanced view of all that has occurred recently and is occurring in the current year. As always, the much more challenging job for all of us is to make the benefits of these activities and this knowledge matter in the lives of the children whom it is our obligation to serve.

Warm best wishes to all of you in the second decade of this unique and important school-university partnership!

Irving G. Hendrick

Message from the DIRECTORS

Again this year the rhetoric of massive and fundamental redirection in public education is heard throughout the land. Class size reduction, after receiving a multi-billion dollar investment in California has moved to the national scene to become a corner stone in President Clinton's educational policy initiative. Standards are being developed at every level – to guide curriculum development, to make student assessment more rigorous, to enhance teacher professionalism, and to strengthen program implementation. New international data, once again, documents that American students are behind in science and mathematics. What impresses me most about the harsh and relentless criticism of public education is that it began more than 40 years ago, and hasn't changed very much in either content or intensity over the last four decades. Serious school reform, based on a belief that schools are failing, began with the launching of the Russian *Sputnik* satellite. Within two years, policy leaders in this country declared a "collapse" in school performance and rushed through Congress the National Defense Education Act aimed at beefing up school curriculum and teacher performance. Since then, criticism of nearly every aspect of public education has become a touchstone for American politics. During these four decades, categorical programs have been elaborated to focus resources on a broad range of student needs, school functions and professional development programs for teachers and administrators.

Public school bashing reached its zenith fifteen years ago with the federal government's release of the *Nation at Risk* report (1983). This report declared that the nation's schools were being swamped by a "rising tide of mediocrity" so damaging that it constituted an act of "unilateral disarmament" imperiling our position in the Cold War. This report contributed to a climate of fear and distrust in the schools. It also stimulated thousands of policy changes in state and local education agencies – changes aimed at holding educators more accountable for student learning, redirecting program development, restricting flexibility in resource use, and setting higher expectations for achievement.

Perhaps it is a good time to point out that the first graduates of this "collapsed" school system are now in their late fifties. They hold most of the nation's elected offices, manage most of our corporations, organize and administer our community services, lead our churches and synagogues. Not only have they won the Cold War. They have transformed American business and industry

into the world's strongest economy, they have invented more new technologies, built more buildings, paved more roads, written more books, made better movies and made more advances in science and medicine than any other generation in American history. These children of the "collapsed" public school system have married, sent their own children through the public schools and on to colleges and universities at an unprecedented rate. This picture of success is far from perfect, of course. This generation has not only created wealth and reformed organizations, they have abandoned the poor, committed more murder and mayhem, abused more drugs and children, and dodged more civic responsibility than any previous generation.

Schools have not been a failure. They can and should take considerable pride in having prepared the last two generations of children to take their places in a rapidly changing and highly productive economy. That doesn't mean, of course, that there are not important challenges facing us, challenges that call for aggressive and creative action. About one child in five is now entering California's public schools with little or no English language fluency. Civic values and virtues are far less evident than most Americans would like. Equal educational opportunity is still more a goal than a reality. And the dizzying pace of technological innovation and change continues unabated. Within the schools, we know much more about how to organize and deliver high quality instruction than we are actually producing. We are struggling to move computers and other new technologies from the status of gee-whiz gadgets to routine teaching and learning tools. Above all, we know that parents, community leaders and public policy makers are worried about school safety, student achievement and the diligence and competence of school staff.

These challenges need to be met, not with harsh rhetoric or frenzied searches for the "silver bullet" of total reform. We need, instead, careful delineation of problems, systematic collection and analysis of data regarding what we are doing and how we can improve, and public documentation of the effects of specific changes in educational policy, school programs and professional practices. CERC is dedicated to this documentation of policy, program and professional practice improvements. By linking the research and analysis capacities of the University with the practical and professional wisdom of local educators, we are laying the foundations of a public education system that will not only perform well, but also be recognized for its crucial role in assuring future opportunities for all children.

Douglas E. Mitchell

Rodney T. Ogawa

CERC Online

www.education.ucr.edu/cerc

The CERC Web Site provides members access to current research on persistent problems of practice facing K-12 educators. It joins cutting edge research with cutting edge technology. CERC Online links research with program and policy implications for both public and private school organizations. The CERC Web Site contains:

- **CERC Publications**
- **K-12 Research Findings**
- **Links to the World Wide Web**
- **Links to INFOMINE—the research search engine**

Mission and Goals

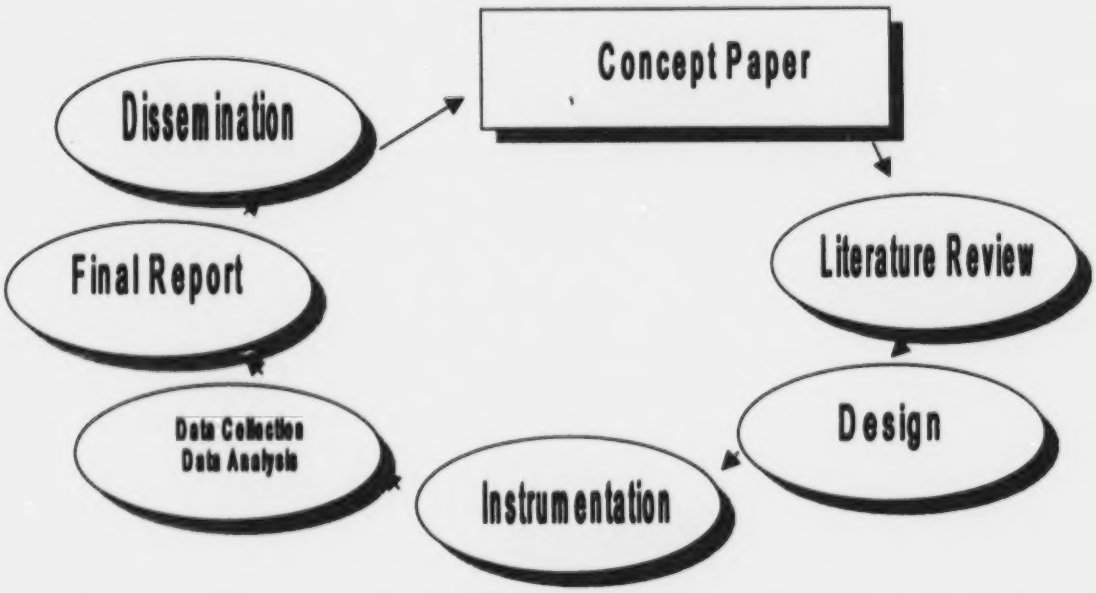
CERC: The Link Between Research and Practice

The California Educational Research Cooperative (CERC) was established in 1988 by the University of California, Riverside, School of Education. CERC is a joint venture aimed at bringing educational professionals and research scholars together. It is a unique partnership between the Riverside and San Bernardino County Offices of Education, 25 local school districts, and the University. Cooperative membership represents approximately 500,000 students or 5% of California's school population. Organized around representatives from each member district and county offices of education, the Research Planning Council (RPC) is the Cooperative's primary structure for setting its research agenda in the pursuit of five major goals:

1. **Collaborative identification of research, planning, and development.**
2. **Educational decision making through data-based problem solving.**
3. **Training for professional leadership.**
4. **Direct support for school systems.**
5. **Creation of a regional data system.**

Research Cycle

The Research Cycle

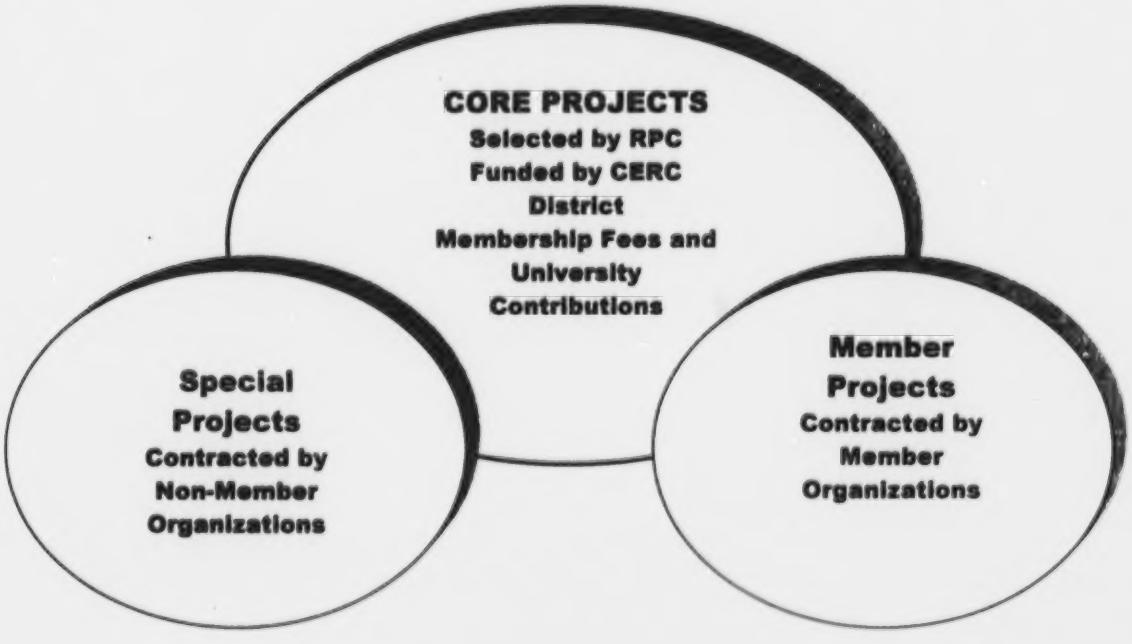


CORE Research Projects evolve through a series of steps graphically depicted in the figure above. Each Step engages **CERC's Research Planning Council (RPC) and CERC Faculty and Staff** in a variety of collaborative activities. These activities include:

- Brainstorming activities resulting in research concept papers.
- Monitoring, refining, and implementing research designs.
- Advisory reading of draft reports.
- Quarterly review of reports on the progress of research.
- Disseminating research findings.

Research Agenda

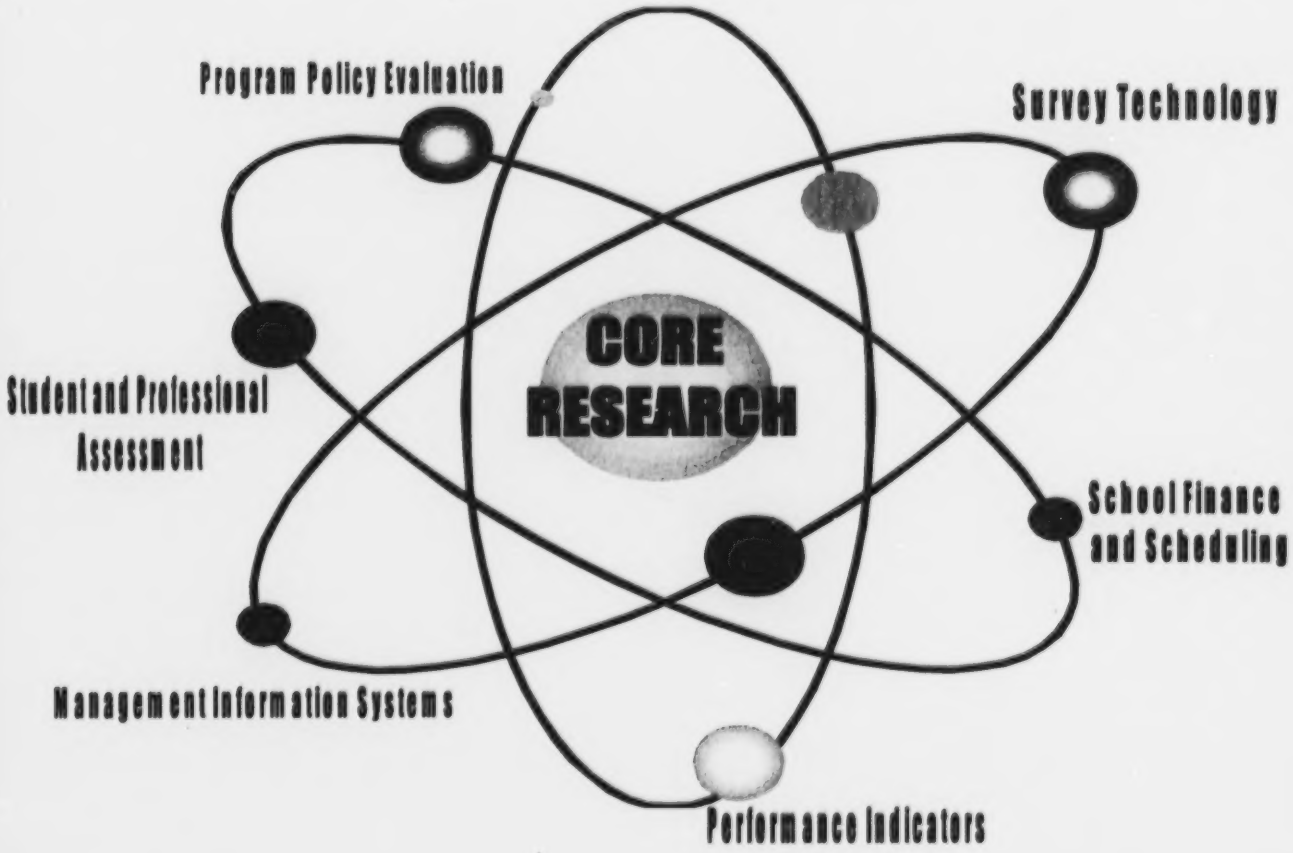
Types of Projects Undertaken by CERC



CERC's research agenda focuses on its CORE Research Projects. CORE Research Projects are those chosen by consensus of CERC's Research Planning Council (RPC). CORE Projects for 1997-1998 are:

- The Effects of California's Class Size Reduction on Students
- Cultural Diversity and the Teacher Labor Market
- Educational Indicators Systems (EIS)

Organizational Capacity



CERC's CORE Research Projects form the nucleus of the organization. Member and Special Research Projects have contributed to producing multifaceted benefits over the past 10 years, as demonstrated by the successful completion of more than 200 research, evaluation, planning, and development projects. CERC has developed capacity and expertise in the following areas:

- Community, Staff, and Student Survey Technology
- Program and Policy Evaluation
- Management Information Systems and Performance Indicators
- School Finance and Scheduling
- Student and Professional Assessment

CORE RESEARCH PROJECTS

• Class Size Reduction

Research Team

Principal Investigator:	***Irving G. Hendrick***
Co-Project Investigator:	***Douglas E. Mitchell***
Co-Project Investigator:	***Rodney T. Ogawa***
CERC Research Fellow:	***Ross Mitchell***

Project Overview

The CERC Class-Size Reduction research project was first approved by the Research Planning Council on November 22, 1996. It currently involves two semi-independent, yet interrelated, aspects. The initial priority in our study focused on the teaching force that serves reduced size classes. Ten districts participated in that initial investigation, including Banning, Jurupa, Moreno Valley, Ontario-Montclair, Redlands, Rialto, Riverside, San Jacinto, Val Verde, and Victor Elementary. From this survey we learned, among other things, that teachers assigned to the reduced size classes differed substantially across the districts with respect to their overall experience in teaching, their experience in the school district they were currently teaching in, and the type of state credential that was authorizing their service. While the districts also differed according to the ethnic group and gender identities of their teachers, these differences appeared less striking. A major factor nationally, statewide, and in our own communities appears to be the relationship between school district/parent wealth and the qualification of teachers which school officials can afford to hire.

Although we now know something about the impact of class-size reduction on the profile of teachers who are serving in reduced size classes, we know next to nothing about what practical difference this is making to the success of students. Indeed, until data are available about student achievement, one can only guess about what matters most, e.g., reducing class size, or enhancing teacher qualifications, or something else. Hence, we have recently contacted all superintendents in CERC districts and sought their cooperation in securing three years of standardized student test data from students who were taught in large and small classes, and likely by teachers of various qualifications. We have been heartened by the enthusiasm and cooperation which we have received for this project. While relatively few school districts used the same test three years in a row, the ones that have done so have been willing and able to assist us.

With data in hand concerning (a) the profile of teachers, (b) the size of classes taught in by those teachers, and (c) the achievement level of students taught by teachers of varying qualifications in large and small classes, we expect to have the necessary major pieces to help suggest at least a preliminary answer to one really important policy question: What matters most; putting major resources into hiring the best qualified teachers, or reducing class size and staff the classes with the best teachers reasonably attainable? Unfortunately, our answer well may prove clouded.

From the national professional literature, including the report of the National Commission on Teaching and America's Future from September, 1996, we know that there is a powerful amount of opinion on the side of placing the emphasis on teacher qualifications. Further, from the history of other studies conducted nationally there is reason to be concerned about whether any gains attributable to reduced class size are sustainable over several grades. Thus, dramatic results for first graders have sometimes evaporated by third grade. Then, there are issues of instruction. With the advantage of fewer students in their classes, will teachers actually change their instructional approach?

From our earlier work and from the study of this issue in other states, we know that certain questions can be informed by research results, but cannot be settled strictly by this evidence. An example of such a question is the following: Can funds for education be spent better by implementing one policy over another? For example, some who have gone before us have suggested that while reducing class-size likely produces some benefit, it comes at an unacceptably high cost. Could the same level of funding produce a better result if spent in a different way? Two well respected researchers appear to say "yes." Robert Slavin from Johns Hopkins University and Gene Glass from Arizona State University both believe that reducing class size will have some good effect, but that placing the effort on tutoring programs would constitute a more efficient use of funds. Unfortunately for local superintendents and school board members, "state policy is state policy," and it would do little good under present state mandates to defy that policy.

One of the most dramatic features of the California reduced class-size policy in the primary grades--as contrasted with earlier policy changes elsewhere--is that it provides for a dramatic reduction of students in the classes, i.e., from about 30 to 20. That is a profound--and expensive--change! But, even as dramatic as it is, it might be the case that the classroom group instructional dynamic is not changed all that much until instructional group size is reduced even further. It is difficult to know at what enrollment level(s) teachers begin to cease teaching as though they were addressing a group, but instead see various individual students before them. What this uncertainty points to, of course, is the teacher variable, and the need for teachers in reduced size classes to teach in a way that takes advantage of their more favorable student-teacher ratios.

It is too early to determine if there will be a national policy on reduced class size. Although the President proposed such a policy in his "State of the Union" address, Congressional reaction has been cool. If implemented, the President's proposal could advantage low wealth school districts and the low-wealth families that live in them. As it was originally proposed, the President's plan would target low income schools, permit a longer time frame for implementing the policy, require competency testing for teaches, and allow states to use ten percent of the money for teacher training. Clearly the California policy has caused at least two major strains on the school systems, i.e., a strain to find enough well qualified teachers, and a strain on facilities. Such problems have served to make more profound the advantage of wealth. According to Bruce Fuller, director of PACE at the University of California, Berkeley, "wealthier suburban districts are getting the most experienced teachers while the larger districts are getting the most emergency credentialed teachers." In some districts, there are indications that the quality of upper grade teaching and special education have been compromised in order to provide the

needed teachers and classrooms at the primary level. Sadly, Fuller's California survey of thirteen districts found that "one-third of teachers with fewer pupils weren't taking advantage of the smaller classes by giving students more individualized attention."

In spite of the problems, smaller classes are reported to be highly popular with parents and teachers. With national attention now focusing on the level of success from reduced size classes being experienced by California children, CERC's research--taken with other California Studies--promises to reveal much about the promise and limitations of such a sweeping policy change. In the meantime, the best early advice we can give is: Make a strong effort to staff all classes with the best trained teachers you can afford.

• Cultural Diversity and the Teacher Labor Market

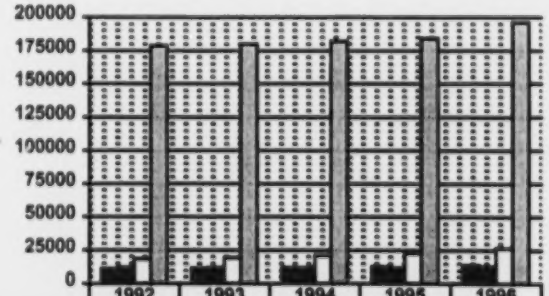
Research Team

Principal Investigator: ***Douglas E. Mitchell***
CERC Research Fellow: ***Louisa Ng***

Project Overview

Typically, the process of applying for a teaching position in California involves filling out a paper application filed with a school district personnel office (often by visiting the office in person). A paper filing system is generally used to track applications. These systems are fine for storing applications, but less than efficient when it comes to managing the selection process or compiling information about those applying. Gathering information about who makes up the applicant pool becomes a tedious job of sifting and sorting through cabinets of applications. Advancements in technology allow for more effective and efficient managing of applicant information with sophisticated electronic relational databases.

Figure 1. California Teacher Ethnicity



	1992	1993	1994	1995	1996
Asian and Other	11168	11573	12164	12608	13667
Black	12080	11924	11937	11783	12723
Hispanic	18231	19431	20980	22525	26316
White	178635	179767	182247	184196	196180

The Teacher Application Tracking System (TATS)

The Teacher Application Tracking System (TATS) developed by the CERC Cultural Diversity and Teacher Labor Market research team addresses the information management problems associated with teacher selection and application tracking. By inputting application information by means of the TATS database, screening, selection, and communication become more efficient and data

become available for answering questions such as who makes up the applicant pool? What recruitment strategies attract the most applicants? From which institutions do applicants receive their training? TATS provides reports and data analysis capabilities for the districts to assess their own teacher labor market.

Four school districts and one County Office of Education have been beta-testing the TATS information management system. Each pilot test site has provided the research team with a small dataset. While the data collected are limited, our preliminary analysis identifies some highly significant insights that can be gained from this application tracking data. Our annual report on this project calls attention to two features of the pilot test data.

Ethnicity

When CERC adopted its cultural diversity project a major concern for its members was the ethnic makeup of the teaching staffs in its districts. The ethnic composition of the California teaching workforce has been disproportionately White while the state's general population has experiences rapid ethnic changes. The Inland Empire alone has more than a thousand students entering the public schools every day. However, the uneven ethnic trend of available teachers persists. Figure 1 shows the number of California teachers described by their ethnicity from 1992 to 1996. The 1996-1997 school year continues the trend with a teacher population of 81% White, 9% Hispanic, 5% Black, and 5% Asian and Others.

Data from the five beta-test site CERC members suggest that this imbalance is *inherent in the applicant pool and is not the result of hiring bias*. Although 34% of the 368 teacher applicants reported in the five beta-test sites did not report their ethnicity of those who did report ethnicity nearly 83% are White, 8% Hispanic, 6% Black, and 4 % Asian and Others (Figure 2). The numbers suggest that there are few non-whites in the applicant pool. If this pilot data is representative, any effort to balance the teacher workforce, would require overhiring of non-white applicants.

Figure 2. Beta-Test Applicant Ethnicity

Ethnicity	Count	Percent
White, not	198	82.50%
Hispanic	20	8.33%
Black, not	14	5.83%
Am.	4	1.67%
Asian	3	1.25%
Filipino	1	0.42%

Local Labor Market

Though labor market data on teachers is quite limited, there is good reason to believe that teachers tend to seek work close to home. An analysis of the information collected during our pilot test period shows the teacher labor market even more local than anticipated. Using the teacher applicants' home zip codes, pilot data applications were sorted into regions. The *Inland Empire* region included zip codes beginning with the three-digits 922 to 925.

Figure 3. Location of Teacher Applicants

Region	Count	Percent
Local	236	64.84%
LA Basin	47	12.91%
Inland Empire	47	12.91%
USA	25	6.87%
Southern CA	4	1.10%
Northern CA	3	0.82%
Unknown	2	0.55%

A *local* region consisted of those applicants who have a three-digit zip code that matches that of the district. Other zip code regions included the LA Basin, Northern and Southern California, and Elsewhere in the U.S. Figure 3 shows nearly 65% of all applicants applied to a district with the same three-digit zip code as their home address. This dramatic "localness" of the teacher labor market indicates that two out of every three teacher applicants live within a half hour's drive from where they are seeking employment. This has significant implications for teacher recruitment.

Future Directions

The next step for the Teacher Application Tracking System (TATS) is the development of an electronic application to be completed by the applicant. District personnel are currently entering the information from applications. By allowing the applicant to enter the information directly into the database at the district office or online, entry time will be reduced greatly for district personnel. We hope to begin full implementation of the information management system by the end of the year.

• Educational Indicators

Research Team

Project Investigator:	***Rodney T. Ogawa***
Co-Project Investigator:	***Douglas E. Mitchell***
CERC Research Fellow:	***Ed Collom***

Project Overview

In Fall 1997, the Research Planning Council selected a new core project that will develop an educational indicators system. While it is projected that the Educational Indicators System will have wide application, the intention initially will be to use it to assess the impact of the state's Class Size Reduction program.

Rodney Ogawa, Project Director, and Ed Collom, CERC Fellow, are compiling a review of the literature on educational indicators. Educational indicators became the focus of a great deal of attention in the late 1980s as the U.S. sought to document the impact of reforms aimed at enhancing the academic performance of students. As a result, early work emphasized the development of national indicators of educational performance that could be used for international comparisons. Later work began to focus on state-level indicators, which would facilitate cross-state comparisons and inform state educational policy. Relatively little attention has been paid to the development and use of educational indicators at the level of local districts. However, many issues can be extrapolated from discussions of national and state indicator systems.

One goal of the literature review is to identify and discuss key issues which must be decided by CERC's membership prior to designing the Educational Indicators System. The research staff is

examining the literature's treatment of two sets of issues. The first issues are technical in nature, concerning indicators and indicator system. These include the following: a definition of indicators; the selection of a conceptual framework; indicator domains; criteria for assessing indicators and the extensiveness of the indicator system. The second set of issues involve the social, political and economic functions of indicator systems. These include the following: their purposes, goals and types of comparisons they are used to make; levels of analysis; stakeholder involvement; the values that are pursued; the location of the agency responsible for managing the indicators system. After outlining these two sets of issues, the literature review will examine their relationships. For instance, how do the purposes which an indicator system serves relate to the selection of domains in which indicators will be measured? This analysis will provide a framework which will guide CERC's development of an educational indicators system that will inform members' educational policies, programs and practices. The review will be completed by Fall 1998.

Member and Special Research

- ***The California Beginning Teacher Support and Assessment Program: A Statewide Evaluation Study***

Research Team

Project Investigator:	***Douglas E. Mitchell***
Co-Project Investigator:	***Linda D. Scott***
Co-Project Investigator:	***Irving G. Hendrick***
CERC Research Fellow:	***David Boyns***
CERC Research Fellow:	***Sarii "Sally" Takahashi***

Introduction

Funded by the California Commission on Teacher Credentialing (CTC) and the California Department of Education (CDE), the California Beginning Teacher Support and Assessment System (BTSA) embodies three important goals. These goals are:

1) the retention of new teachers in the field;

2) the development of high performance teaching for new and veteran educators, and

3) The improvement of student achievement. BTSA has evolved and grown since its inception in 1988 as the California New Teacher Project (CNTP), (1988-1992).

From 1992 to the present, thirty-four BTSA projects have been implemented locally across the state, and up to 40 new projects will be added in 1998-99. Approximately 33% of new teachers will be served by this expanded program, budgeted at $33 million. The goal is to professionally support every new teacher in the state within the next three years. As BTSA flourishes, program evaluation questions grow more challenging. What have we learned about achieving high performance teaching? How do we know BTSA "works?" What evidence is there that BTSA goals are being met? How can local projects assess, monitor and adjust their programs for successful development and implementation?

BTSA Program Evaluation

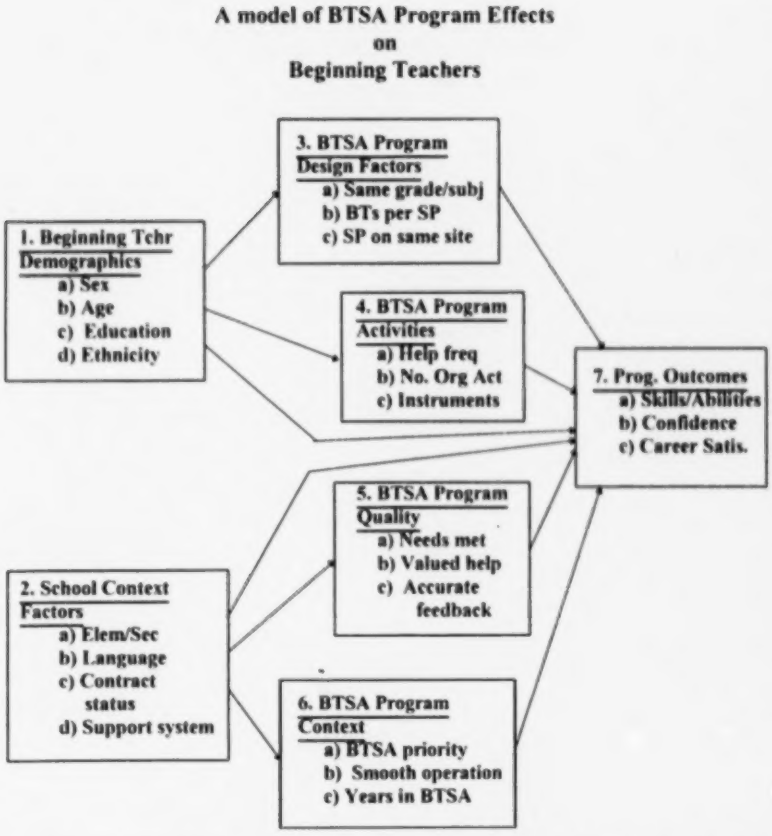
According to David Wright, CTC Director, CERC's Statewide BTSA Program Evaluation survey design, implementation and interpretation is one of the most significant of all BTSA activities. CERC's BTSA statewide program evaluation survey of all participating new teachers, support providers, and site administrators focuses on two major research components: 1) data collection and analysis and 2) management of information. The first of these is the collection and analysis of comprehensive, valid data that describe the context, designs, activities and outcomes of the 34 local BTSA Programs. In addition, CERC's large-scale information and

management system techniques afford local BTSA programs the opportunity to examine their program participants' survey responses.

For the third consecutive year, CERC has been contracted with by CTC and CDE as the statewide evaluator for BTSA, 1997-1998. Preparation for a comprehensive evaluation survey process for 1997-1998 began by working with CTC and CDE staff to review and revise the BTSA evaluation survey instruments developed by CERC in 1996 and 1997. In February and March of this year, CERC printed and distributed surveys for 3,866 beginning teachers, 2,333 support providers, and 1,505 site administrators, for a total of 7,704 survey forms. At this writing, data analysis is underway, and a technical report will be written and transmitted to the CTC and CDE in June of this year. As in last year's evaluation study, CERC staff will compile and analyze the data into individual written and graphical reports for local projects. In conjunction with locally-designed evaluation activities (such as peer reviews, external evaluation, additional surveys, etc.), projects will interpret CERC reports and use them for successful program evaluation and application to the 1998 *Invitation to Participate* in BTSA Expansion.

Conceptual Design

The BTSA Statewide Evaluation Study was designed in accordance with the conceptual model depicted in Figure 1. As the model indicates, the focus of the evaluation is on how successfully BTSA programs have been in producing three basic outcomes: improving beginning teacher skills and abilities, enhancing their confidence and comfort with their work responsibilities, and strengthening their career satisfaction – an indication that they are likely to remain in the teaching profession for a long time (see Box #7, *Program Outcomes*, in the figure). The program design and operational characteristics expected to enable local BTSA programs to realize these outcome goals are depicted in the center of the figure. The *Program Design Factors* (Box #3) examined include: linking beginning teachers with support providers working at the same grade level or in the same subject area, keeping the ratio of beginning teachers to support providers low, and assuring that the support providers work on the same campus with their beginning teachers. The *BTSA Program Activities Factors* (Box #4) include how often and how formally organized support activities are. The *BTSA Program Quality Factors* (Box #5) include whether beginning teacher developmental needs are met, whether they receive valued assistance and whether assessment feedback is fair and accurate. The *BTSA Program Context Factors* (Box #6) include whether BTSA is a high priority program in the eyes of key school constituency groups, whether it operates smoothly and the number of years participants have participated in BTSA. All of these operational factors are influenced by the *Demographic Characteristics* of the beginning teachers and the *School Context Factors* operating within the schools where BTSA programs are being implemented.



Findings, 1996-1997

Data from the 1996-97 survey generally affirm that the BTSA projects have succeeded in assisting beginning teachers pursue the three most important goals of the project: (1) improved professional levels of teaching skill and ability, (2) higher levels of confidence in their teaching ability, and (3) substantial career satisfaction. (This third goal, previous research indicates, is a reasonably reliable proxy measure for retention in the teaching profession). These findings, well documented in the survey data, also reflect general trends found in previous research on teacher induction. In addition to documenting the viability of recent research on cognitive models of beginning teacher induction, the evaluation study found that, for the most part, BTSA programs are appropriately implementing two core documents: California's new *Standards for the Teaching Profession* and *BTSA Program Standards.*

Specific findings about overall program operations from the 1996-1997 survey data include the following:

- Approximately 70 percent of new teachers are white, indicating that new teachers are somewhat more balanced in ethnicity than the other educator role groups. Still, this is still far short of the 55 percent non-white composition of California's student population.

- Approximately two-thirds of BTSA teachers are assigned in the elementary grades.

- BTSA participants report that local programs are well supported by key stakeholder groups – strongly by site administrators and less enthusiastically by teacher organization representatives.

- Direct classroom observation is, by far, the most common vehicle for assessing the work of beginning teachers.

- Respondents are confident that the feedback provided to beginning teachers is fair and accurate and supports professional growth. The least confidence is placed on the use of beginning teacher journals.

- While all respondents reported substantial impact from the program, beginning teachers tended to report the lowest estimates of BTSA program impact.

- While beginning teachers generally reacted positively to all aspects of the program's helpfulness, they expressed some concern about the "timeliness" of support activities.

- About one beginning teacher in four reported that feedback about their teaching received from principals was substantially different from that provided by BTSA staff.

- Beginning teachers report that their interpersonal needs are being served somewhat better than their need for improved technical knowledge.

- In providing narrative responses to open-ended questions, all constituent groups are strong in their praise for BTSA effectiveness and urge expanded opportunities for support.

- Local BTSA program design factors – the frequency of support activities, the structure of the relationships between support providers and beginning teachers, the quality of assessment and support – interact with beginning teacher demographics and assignment context factors to account for more than two-thirds of the variations in program impact on the development of professional skills and the nurturing of beginning teacher confidence. These same factors account for about 20 percent of the variance in beginning teacher career satisfaction.

Recommendations

During the 1996-1997fiscal year, The *BTSA Statewide Program Evaluation Technical Report of June, 1997* (Mitchell, Scott, Hendrick & Takahashi) was used by the CTC and CDE BTSA Task Force to seek, and secure from state agencies and legislative budget committees, expanded BTSA programs and funding.

Three recommendations presented in the report were most-influential in formulating CTC and CDE policy recommendations to the legislature. These are:

1. The conceptual model developed to guide this evaluation study fairly represents the core components of local BTSA program operations, and should be used to guide program management and review.

2. Given the success of the BTSA program during 1995-96, coupled with the evident importance of teacher induction, it appears that program expansion is a viable option for the state. Any expansion of the program should, for purposes of program accountability, be

linked to a measurement of individual program effectiveness and fidelity to California's *Standards for the Teaching Profession* and *BTSA Program Standards*.

3. Based on survey results, it is evident that principals need to participate in the BTSA program more fully than they have been able to participate in the past. Therefore, we recommend that they join beginning teachers, mentor teachers, and BTSA specialists in receiving opportunities for training in the use of BTSA standards for supporting new teachers and evaluating their growth.

These three recommendations have been acted upon. First, the local projects used their individual evaluation data from the statewide report to seek re-funding and expansion of their projects in 1997-1998. Projects demonstrated how their individual evaluation reports enabled them to review, monitor and adjust their BTSA program design and implementation. Second, CTC and CDE have been successful in seeking significant augmented and expanded BTSA funding (over $16 million). Analysis of survey data was used by the CDE and CTC to evaluate performance of existing projects and allocation of resources for expansion and augmentation. Third, a Principal and Site Administrator BTSA Training component, described in another section of this report, has been designed, implemented and expanded across the state in order to deepen administrators' knowledge and participation in BTSA. CERC is presently conducting an evaluation study of this program.

Ongoing Study

The CERC Statewide BTSA Program Evaluation Study is now in its third year. Three years of longitudinal data, from 1995 through 1998 permit the study of key questions related to policy changes aimed at restructuring the California Teacher Credentialing system. Primary among these questions is whether or not BTSA is making a difference in meeting three goals: 1) the retention of new teachers in the field; 2) the development of high performance teaching for new and veteran educators, and 3) the improvement of student achievement. This year, CERC is undertaking the design and implementation of a comprehensive statewide teacher retention study, using CBEDS and longitudinal BTSA data, in order to address the first question. It is anticipated that state funding of CERC for BTSA research will continue into the future, so that we may continue working toward a fuller understanding of how to optimize learning opportunities for all children.

- **Beginning Teacher Support and Assessment Evaluation of the Training for Principals and Site Administrators**

Research Team

Project Investigator:	***Irving G. Hendrick***
Project Co Investigator:	***Douglas E. Mitchell***
Project Co Investigator:	***Linda D. Scott***

Overview

The Commission on Teacher Credentialing (CTC) and the California Department of Education (CDE) have funded an evaluation study of the *Beginning Teacher Support and Assessment Training for Principals and Site Administrators*. The purpose of the statewide BTSA training for principals and site administrators is to teach an overview of BTSA goals, objectives and participant roles, identify the needs of beginning teachers, examine two core state documents that inform the program and to understand the BTSA support and assessment systems.

Project Activities

The BTSA – North South Leadership Collaborative (BTSA – NSLC) is responsible for conducting the training. The collaborative is represented by the Riverside County Office of Education, San Bernardino County Superintendent of Schools Office, Contra Costa County Office of Education, the California School Leadership Academy, UC Riverside, School of Education, CERC, and CSU San Bernardino, School of Education. This is a "trainer of trainers" model in which the BTSA Specialists, once trained, will go on to train site administrators at regional locations during the 1997-98 school year. The first field tests of the statewide BTSA leadership training of California principals and site administrators were completed this summer in San Francisco for more than 40 participants.

Based on feedback and evaluation surveys designed and implemented by CERC research staff, revisions and refinements were made to the second training, which included over 50 participants. Valuable input and advice from the state BTSA Task Force, particularly in the training sessions, also drove the revision process. Evaluation results from preliminary quantitative and qualitative data feedback on materials and training have provided the third training, held in November, 1997, with further revisions to the materials and procedures. A summative evaluation report of the pilot training is being prepared for the CTC and CDE and Directors of BTSA Programs. On-going evaluations and feedback regarding the leadership training are enabling further refinements to the training during 1997-1998. A comprehensive report on the training, its outcomes and effectiveness, will be completed by July, 1998.

- **California Postsecondary Education Commission (CPEC): A Community of Learners: Mathematics and Science Education For Native American Students through Partnership and Collaboration**

Research Team

Project Investigator:	***Irving G. Hendrick***
Co-Project Investigator:	***Linda D. Scott***
Sherman Co-Director:	***Roland Doepner***
CERC Research Fellow:	***Ross Mitchell***
CERC Program Coordinator:	***Dana Slawsby***

Project Overview

The California Educational Research Cooperative (CERC) at the University of California, Riverside (UCR) is the higher education partner with Sherman Indian High School in the implementation of this CPEC Eisenhower Grant. Sherman Indian High School is operated under the jurisdiction of the United States Department of Interior, Bureau of Indian Affairs. Situated on 88 acres within the city of Riverside, the school is accredited by the Western Association of Schools and Colleges, and the California Department of Education. Sherman enrolls only Native American students from grades 9-12 up to the age of twenty-one. Most of the approximately 450 students come from tribes in five southwestern states, including California. Sherman students display an array of talents, skills and abilities as assessed by scores in alternative testing, performance levels in Riverside Adult Education programs, and in student projects.

Unfortunately, these students also demonstrate, particularly in mathematics and science, low achievement in regular academic programs and depressed California Achievement Test (CAT) scores which, in the past, have ranged from 2-5 years below grade level. Since mathematics and science achievement in high school and success in postsecondary education are strongly and positively related, these disparities suggest a compelling need to create teaching and learning environments that support students' skills and interests while preparing them for postsecondary education.

The focus of the "Community of Learners" model at Sherman Indian High School (SIHS) is on improving the educational conditions of Native American youth. The project represents a long history of work and commitment by the UCR School of Education and CERC to Native American Education. The project is maintained through the leadership and initiative of **Dr. Irving Hendrick**, Dean of the School of Education, UCR, Co-Director **Roland Doepner**, Academic Department Head, SIHS, and **Dana Slawsby**, CERC Program Coordinator, are responsible for implementing the grant. Over the nearly two and one-half years of the three-year funding cycle, the operating budget of the CPEC Eisenhower grant exceeds $400,000.

Professor **Irving G. Hendrick**, Acting Dean of the UCR School of Education, is directing the work of broad collaboration. This work, which brings together leaders from institutions of

higher learning, business, community, SIHS School Board and parent leaders. The goal is to institutionalize the success for SIHS teachers and students in the areas of mathematics and science that Eisenhower/CPEC funding makes possible. A new aspect of the work is the creation of a council of college and university officers to work with the Sherman faculty and administration ways to strengthen the academic program o the school. While much progress has been made in recent years to enhance the knowledge and skill level of Sherman graduates, much more needs to be done to assure that Sherman graduates are successful in college.

Program Goals

We have undertaken six program goals for 1997-98. The first is a year-long, school-wide continuing **school-wide staff development** program. These activities are ongoing, and employ on-site training, peer observation and model program visitation. Presentations by staff development experts, continue the work begun last year on American Indian learning styles and issues of cultural diversity. Staff development is also accomplished through the *California Inland Empire Beginning Teacher Support and Assessment System* (IE-BTSA). Six faculty and six new teachers are participating.

Another dimension of school-wide staff development is the presence of university teacher interns on the SIHS campus. This year, for the first time, Sherman has been approved by the state to offer teacher candidates who are enrolled in state-approved university credential programs positions as intern teachers.

Second, we are implementing **departmental-level staff development** activities for mathematics and science faculty. Based on the results of our 1996-97 assessment and evaluation data, and consistent with professional development literature, we have found that smaller departmental meetings are effective in meeting teacher's specific and concrete classroom level needs and in affecting school change in a positive direction. SIHS science faculty has committed systematic time and effort to developing a strengthened and expanded science curriculum. Their collaborative work will begin in spring, 1998 and continue over the summer. The mathematics faculty are in the planning stages of similar efforts.

Third, we continue to develop a school-wide implementation of **the Information Referenced Testing program (IRT).** This collaborative effort between the UC Office of the President, MESA, and Professor **Jim Bruno**, UCLA, seeks to train mathematics and science faculty in systematic formative classroom assessment for improved student achievement.

Fourth, we are supporting—with a modest stipend for two SIHS teacher leaders--the **SIHS Freshman and Sophomore Focus Programs**. Over three years, these programs have proven to be highly effective in improving student attitudes toward school, in facilitating positive teacher-student relationships, and according to teacher report, raising levels of academic achievement, particularly in mathematics.

Fifth, CPEC funds, encourages and facilitates **professional growth activities,** including opportunities to attend statewide and national conferences for science and mathematics teachers, as well as professional membership and subscriptions to professional journals.

Sixth, **Materials and Instructional Supplies for Science and Mathematics;** much needed laboratory, science and curriculum and instructional supplies continue to be provided.

University Collaboration: UCR/SIHS Summer Institute for Mathematics and Science: Five staff members and seven students from SIHS participated in the *CPEC Eisenhower Summer Institute for American Indians at UC Riverside* this past summer. One week of full-time staff development was attended by SIHS faculty and staff members **Roland Doepner** (Summer Institute Staff Development Coordinator and Teacher), **Mark Groen**, Social Studies Department, **Leslie Knox**, Science Department (Summer Institute Teacher), **Georgia Sorrell**, Mathematics Department, and **Sister Mary Yarger**, Chairwoman, Science Department, and the Director of the Summer Institute, **Karlene Vernaci**, Assistant Director, High School & Transfer Services, UCR.

The four-week residential program for the students included daily student involvement in the UCR research laboratories of **Dr. Christopher Amrhein**, Associate Professor of Soil & Environmental Sciences, **Dr. Donald Cooksey**, Chairman of Plant Pathology, **Dr. Mary Lou Oster-Granite**, Professor of Biomedical Sciences, and **Dr. Timothy Paine**, Chairman of Entomology. These research opportunities were made available and facilitated by **Dr. Michael Clegg**, Dean, **Dr. Vaughan Shoemaker**, Associate Dean, and **Lisa Arth** of the College of Natural & Agricultural Sciences, UCR. The research experiences of the students were hailed by laboratory staff and students alike as a great success. **Kat Savage** provided computer instruction for the students and consulting services. *The Summer Institute* Executive Staff also included **Dr. Irving Hendrick**, Dean, **Dr. Linda Scott**, Project Coordinator, and **Ross Mitchell**, Curriculum Coordinator.

This collaborative effort will continue to expand and intensify its efforts to improve the educational opportunities of American Indian students.

• East San Gabriel Valley ROP: School to Career

Research Team

Project Investigator:	***Rita Hemsley***
Research Assistant:	***Deborah Huston***

Project Overview

CERC is addressing the evaluation and data collection needs of ESGVROP, Riverside and San Bernardino Counties and aligning each evaluation with those required by the National School to Work Office. The evaluation of School-to-Work on a national level examines how systems create change in the ways students are educated and prepared for careers. The national evaluation seeks to identify promising practices and barriers to the development of such systems. Specifically, the national evaluation design seeks to document the extent and nature of

participation in School-to-Work partnerships and programs by employers, schools, students, and other groups.

Project Evaluation Questions

This documentation will be designed to address the following evaluation questions:

1. What partnership activities and program elements create coherent School-to-Work systems of connected, sustainable practices and programs?

2. What elements of a School-to-Work system have the most significant impact on specified student outcomes at the elementary and secondary education levels?

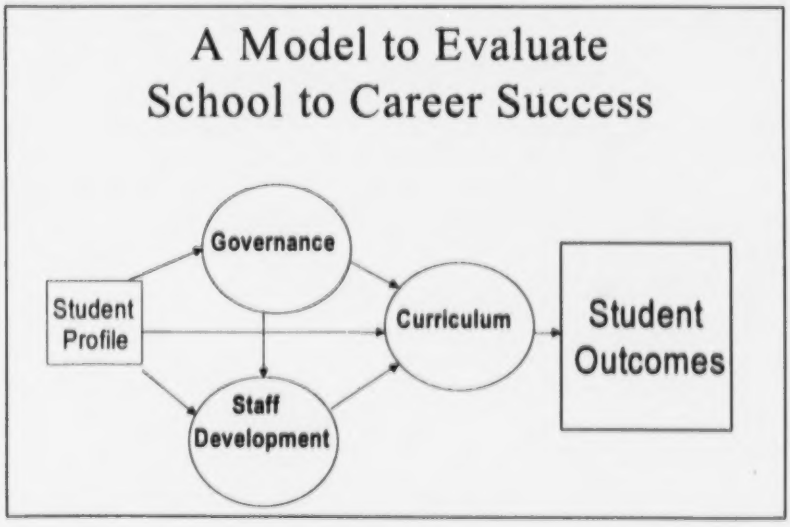
3. How does the partnership impact staff development, curriculum and student outcomes?

Project Evaluation Model

The National School-to-Work evaluation assesses progress towards creation of a School-to-Work system by examining the *continuity* achieved in innovative program features, the *connectedness* of activities available to students, the *breadth and diversity* of students served, and the *sustainability* of the institutional relationships forged by School-to-Work partnerships. The CERC evaluation model will respond to the elements identified by the National School to Work Office by identifying suitable measures of program inputs, processes and outcomes. The CERC evaluation is currently underway, building data collection instruments and identifying research strategies, recording, and collecting the data relevant to addressing these hypotheses.

The model presented in Figure 1 offers a student-centered research model capable of integrating the issues identified by the National School-to-Work Office and the process and outcome features of interest to the three School-to-Career Partnerships. The system variables are included in the path model shown in Figure 1. Tracking the data elements in this model will enable CERC to test the relative strength of the relationships between input variables and program outcomes.

Figure 1: School to Career Success Evaluation Model



The CERC design will document how the process/input indicators illuminate factors influencing the extent to which outcome goals are met. The variables for which data will be gathered (indicators of the constructs in the model in figure 1) are as follows.

Governance Indicators: Governance changes will be tracked by recording the nature and extent of partnership participation by: business and industry, site councils, grant recipients, strategic planning partnership participants and other stakeholders.

***Staff Development Indicators*:** Staff development operators will be documented through recording staff engagement in: meetings, seminars, teacher-on-assignment, site leadership, training sessions, evaluation support.

***Curriculum Indicators*:** Curriculum changes among participating schools and students will be tracked through documentation of: pathways, standards, benchmarks, mentoring, job shadowing, internships, integrated curriculum.

Student Engagement Indicators: Student engagement will be monitored by tracking: attendance, dropout, suspensions/expulsions, attitudes and expectations.

Student Outcomes Indicators: ***Student outcomes of interest will be recorded by measuring: attendance at postsecondary institution, qualifications for postsecondary institution, achievement indicators (NRT scores, SAT scores), GPA, course completion (A-F, Pathway requirements), job placement (training related, career related), attitudes, awareness and academic expectations.***

Measurement of many of the indicators listed above will be done using three instruments currently under development: 1) a Student Expectations Survey, 2) a Partnership Exchange Index and 3) a Key Indicators Survey.

▪ Evaluation of the English Language Development Programs in the Santa Ana Unified School District

Research Team

Principal Investigator: ***Douglas E. Mitchell***
Co-Project Investigator: ***Tom Destino***
CERC Research Fellow: ***Rita Karam***

Introduction

Santa Ana Unified School District (SAUSD), a district in which more than eighty percent of the students are non-native English speakers (LEP), has developed and implemented a variety of language development programs in order to meet the various students needs in the district. Some emphasize the rapid immersion into English language instruction while others are designed to facilitate continued academic learning within a student's native language, while teaching English

as a second language. The district created a comprehensive data management system to keep track of the various services and instructions provided to its LEP population.

Questions by the board of education have been raised both about the methods employed and the achievement level of the students enrolled in the various programs. In order to find answers to these questions a program effectiveness study was undertaken by CERC under the direction of SAUSD. This evaluation study focused on analyzing the extensive data kept by the tracking system in order to assist the district in making quantitative estimates of how effective various language programs are in meeting the needs of children who enter the school at various levels of language proficiency and levels of prior academic achievement. The evaluation study had two components.

Component 1: Data Reliability and Validity
This component was concerned with examining the reliability and validity of SAUSD's tracking system designed to track students' language development, program assignments and services received. This system contains critical indicators for documenting the influence of various language development services on both academic and language attainment of LEP students. Most of the important data elements in the district's tracking system are collected by using a Program Services survey completed annually by teachers on every LEP student. Qualitative and quantitative methods of reliability were used to check the consistency among teachers in the data collection procedure such as, assigning bilingual programs and ELD levels to students and making recommendations regarding reclassification and redesignation of LEP students.

Component 2: Program and Service Effectiveness Modeling
Having validated the data, an evaluation of the effectiveness of specific language development services and programs was undertaken. Various statistical techniques were used to 1) make quantitative estimates of the length of time it takes students to move into higher ELD levels and 2) evaluate the effectiveness of various language development programs in meeting the needs of students with different characteristics as measured by academic growth and language attainment over a three year period.

Study Findings

The findings from the evaluation of the English language development programs and services cover five broad areas which are: information system reliability, language development services for LEP students, the development of English fluency, impacts on reading and mathematics achievement and analysis of school attendance data. The following is a brief summary of the findings in each area.

- ***Reliability of SAUSD Data Systems***

  1) The District uses a variety of methods to insure consistency in data collection and recording, including training, one-on-one assistance to teachers and distribution of guidelines defining variables and reporting procedures.

2) The District's annual Program Services survey tends to be seen by teachers primarily as a reporting device - student program adjustments are made more continuously throughout the year and are not always entered immediately into the tracking database.

3) The administrative program categories reported in the Program Services annual survey do not accurately reflect the language development services students actually receive. These administrative categories are based on a combination of program design and teacher certification factors that separate some students receiving similar services and combine some groups receiving rather different services. Thus, students are classified into language development programs on the basis of the services being provided by their teachers - Transitional Bilingual Education (TBE) for those receiving native language instruction and Immersion for those receiving sheltered instruction in English. Those receiving neither are classified as "mainstream" students; those experiencing both are labeled combined TBE & Immersion.

4) Analysis of language level coding and the movement from one language level to another indicate that annual reporting of student performance is too irregular. Large numbers of students are all reported as moving from one level to another at the same time, but staff are well aware that this movement is highly individualized.

- ***SAUSD English Language Development Services for LEP Students***

1) 18% of students are Native English speakers and receive no LEP services. 14% of LEP students have attained Fluent status. Of the remaining two-thirds, about half (31% of all students) are receiving TBE, 14% immersion, and 10% combined TBE + Immersion.

2) The TBE program serves the largest number of poverty children, more than 90%, immersion 80%, and the mainstream curriculum below the District average, between 60 and 70%.

3) Native language instruction, a substantial factor in Transitional Bilingual Programs, drops dramatically during grades 2 and 3.

4) Immersion teachers are most highly certificated overall, but TBE group of teachers contains widest range of certificated teachers, from highest to lowest.

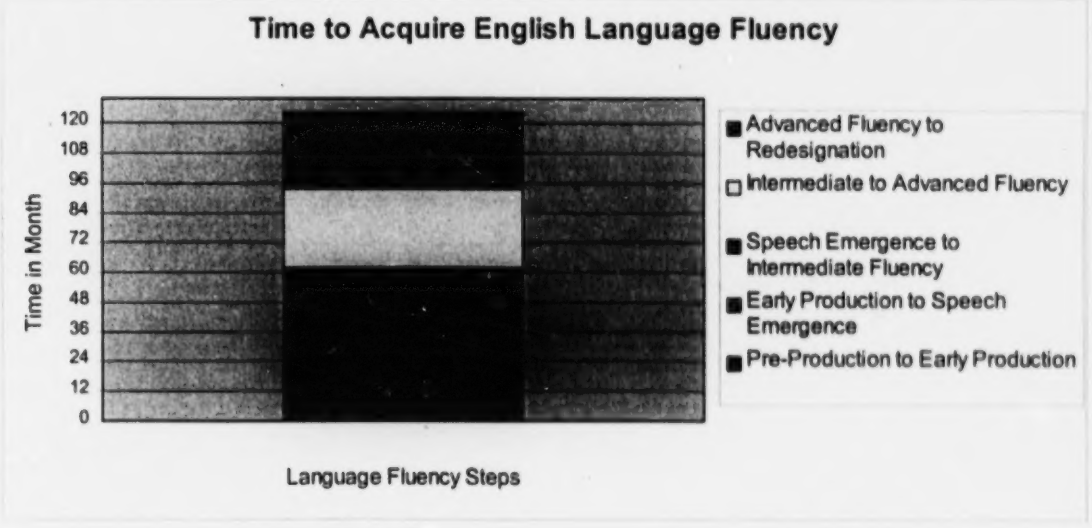
- ***SAUSD English Language Development Program Impacts on Fluency***

1) The average time it take students to move from one ELD level to another depends on which ELD level the student is at. It takes less time to move between the lower levels than the higher levels.

2) Factors such as grade level, ethnicity, special education, movement between schools, teacher characteristics and school cycles significantly influence the rate of language development.

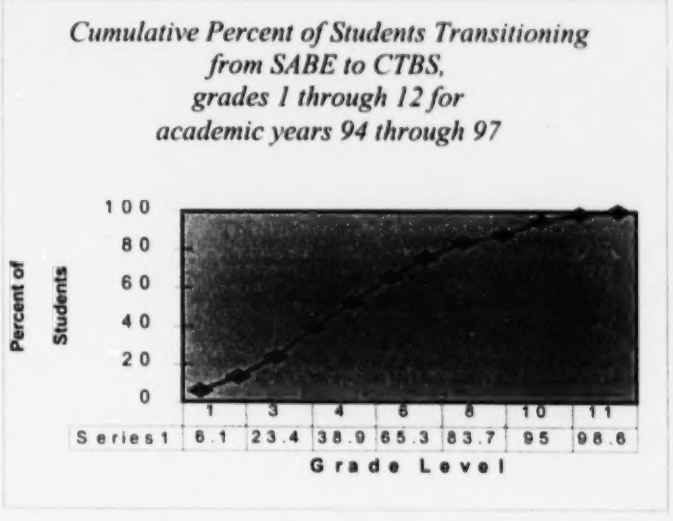
3) Students in either Transitional Bilingual Education or English Language Immersion programs make substantially more rapid progress toward English fluency than do those who remain in the educational mainstream program.

4) Students enter Transitional Bilingual Education programs with significantly lower levels of English fluency (a full language development level below their peers in other programs) and these students make steady progress in closing the fluency gap during their first three years. Later in their elementary experience, however, these students tend to receive dramatically less native language support and to fall behind their peers in fluency development.



5) Language development programs differ substantially in the effectiveness with which they facilitate movement across specific stages in language learning.

6) The movement of middle school students across the various language development levels is typically slower than that for elementary students, high school students move at about the same rate as elementary students.



- ***The Relationship Between ELD Programs and Student Reading and Math Achievement***

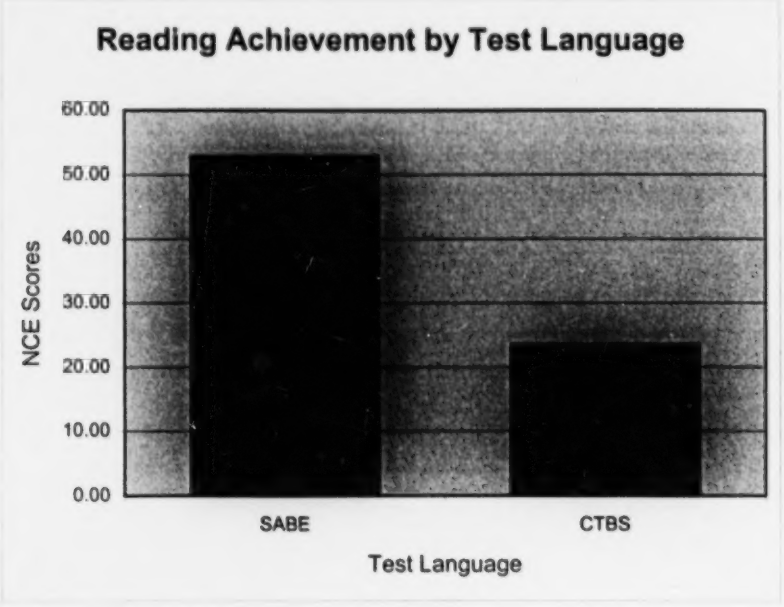
1) There are significant differences in the achievement levels of students in the District's four language development programs. However, this difference appeared to be primarily due to student intake rather than program effectiveness differences.

2) Children move from Spanish to English achievement testing at all grade levels - 50% of those moving do so by the 6th grade.

3) Factors such as special education, movement between schools, test language, student's English Language development levels, primary Language development levels, and ELD programs are important predictors in reading attainment.

4) Students taking their tests in Spanish substantially outperform those who take their tests in English. Students moving from the Spanish SABE test to the English language CTBS drop about 30 points in measured reading achievement - this is the equivalent of about 2 grade levels. The drop in measured mathematics achievement, though smaller, is also quite dramatic.

5) Students' ethnicity, test language, ELD program type, school cycle, ELD level, PLD level and movement between schools have significant impact on the rate of Math attainment.



- ***The Influence of ELD Programs on Student Absenteeism***

1) Students' ELD program enrollment, ELD levels, transiency rate, overage, test language, school cycle and poverty status significantly influence absenteeism.

Recommendations for Action

The recommendations focus on three areas of interest: Improvement of existing language development programs, improvement of Data system operations, and future study.

Improving Language Development Effectiveness

1.1 Given the extended period of time required to reach fluency in English documented in this evaluation study and supported by other recent studies of language acquisition, the District should carefully review the scope and sequence of the curriculum in each of its language development programs to make sure that students who will take five to seven years (or even longer) to reach full fluency have an opportunity to be exposed to materials that are challenging and interesting without overwhelming their existing language skills.

1.2 So long as the District seeks to utilize Transitional Bilingual Education techniques to support academic attainment for English language learners while they make the transition to English fluency, it is important to consider extending the transition period for two or more additional years to allow time for better development of English fluency.

1.3 Since children who enter Santa Ana schools sometime after their kindergarten year and those who move from one school to another, tend to be assigned to mainstream or mixed TBE and Immersion programs it would be appropriate for the District to review assignment processes and see if everything possible is being done to provide these children with the most appropriate possible educational programs.

1.4 Since teacher characteristics, including age, education and experience play a significant role in predicting program impacts on students, the District should continue to attend closely to the placement of teachers in work assignments where they are most likely to be most helpful in facilitating both language fluency and academic attainment.

1.5 Since all of the language development programs utilized in Santa Ana outperform the educational mainstream in facilitating both language fluency and student achievement, it is important for the District to resist pressures to prematurely discontinue programs and rely on mainstream educational services to meet student needs.

1.6 While it is essential that students be assessed in English to determine their fluency and academic proficiency in English, the District should resist pressures to abandon testing student achievement in their native language.

Improving Data Systems Operations

2.1 Combine the Program Services survey with the preparation of student report cards (every trimester) and add elementary grade report card data to the District's electronic database. This shift in data collection would necessitate the development of a system of electronic report card preparation.

2.2 On an annual basis, survey teachers, not about the services provided to each student, but about their current level of training in language development instruction and about their instructional practices.

2.3 Maintain reliable records regarding student assignment to various administrative program structures but, when collecting records on language development program services, use teacher reporting categories that distinguish clearly among services, leaving the collection of information about teacher training and instructional practices to a separate data collection process.

2.4 Monitor more precisely the characteristics of students assigned to various instructional services. Continue to analyze the ways in which family choice and professional judgment affect how students with different characteristics and educational needs are placed in different instructional programs.

Further Study:

3.1 It is important for the District to continue in its study of the impact of various English language development programs and services. The evaluation findings presented in this report are based on a data tracking system that has yet to collect data on an entire cohort of students passing through the District schools, and no direct observations of students, teachers and school operations were made.

• *Inland Empire Beginning Teacher Support and Assessment Program (IE-BTSA)*

Research Team

Project Investigator:	*Linda D. Scott*
Co-Project Investigator:	*Douglas E. Mitchell*
Co-Project Investigator:	*Irving G. Hendrick*
CERC Research Fellow:	*Laurie Riggs*
CERC Research Fellow:	*Sue Simmerman*
CERC Research Fellow:	*Kim Tang*

Overview

INLAND EMPIRE: Southern California's Inland Empire is home to approximately 12% of California's public school students, and an even larger proportion of California's new teachers. The region's population closely parallels statewide averages in student diversity, levels of poverty and other conditions challenging educational excellence. The region contains intensely urbanized areas as well as some of California's most isolated rural areas. Educational leaders throughout the region have demonstrated a commitment to the statewide Beginning Teacher Support and Assessment System (BTSA), a concept of professional development for teachers. They have not only joined in supporting our Inland Empire BTSA (IE-BTSA) program design

and operation, they have committed their own resources to expanding IE-BTSA support services to schools and teachers not supported by state funds.

By any measure of need or commitment, in the Inland Empire region it is clear that a dramatic expansion of support for beginning teachers is needed. With combined funding for 1997-1998, IE-BTSA is developing new teacher support programs serving up to 300 beginning teachers. Despite this effort, over 2,000 new teachers in this region are <u>not</u> served by IE-BTSA.

STATEWIDE: IE-BTSA is one of 34 statewide new teacher induction projects funded by the California State Department of Education and the California Commission on teacher Credentialing. The project operating costs exceed $700,000 per year. It is operated by a collaborative partnership including two county offices of education, the Riverside County Office of Education and the Office of the San Bernardino County Superintendent of Schools; two universities, the University of California, Riverside, School of Education, California Educational Research Cooperative (CERC) and California State University, San Bernardino, School of Education. Now in its fifth year of operation, 25 districts, 152 mentors, and approximately 300 teachers are participating. Geographically, the project spans an area roughly the size of Ohio. Beginning in 1998-1999, IE-BTSA will be expanding to serve more San Bernardino County districts, bringing the total number of beginning teachers served by IE-BTSA to more than 500.

The IE-BTSA Challenge

The central challenge facing the IE-BTSA program in fiscal year 1998-1999 and beyond is how to *expand* the program, while maintaining the quality and effectiveness that has marked its existence since 1993. In addition to adding new sponsors and serving a larger number of new teachers during 1998-99, IE-BTSA is implementing a reconfiguration of program sponsorship and operations that are being phased in over the next two years. Building on existing service clusters, IE-BTSA is transforming itself into a number of operational programs. The program clusters are drawing adjacent school districts together to select support providers and organize new teacher support and assessment, while retaining the perspective of a coordinated region-wide service delivery system.

Each program cluster relies on a District Liaison to provide leadership and management for the cluster, and utilizes the services of a Project Teacher to provide technical support, handle administrative details and assure completion of needed reports and forms. All of the clusters continue to rely on the Riverside and San Bernardino County Offices of Education for management, support provider training and supplemental beginning teacher support and training. Training of district liaisons and support providers follows a curriculum and training format developed by IE-BTSA and led by California State University professors.

Transition to the multi-cluster BTSA design is expected to require two years. During 1997-98, IE-BTSA worked closely with local districts throughout the region to provide guidance in cluster organization and program development. Staff in Riverside and San Bernardino County Offices of Education will continue to work with local district leaders to plan for full implementation of induction programs for all beginning teachers in the coming year. They will provide technical

support for planning and program development, and offer resources for coordination of assessment services and support provider training.

In 1998-1999, IE-BTSA will transition to the statewide *California Formative Assessment and Support System for Teachers* (CFASST). Information management and reporting of beginning teacher formative assessment data will continue to be provided for all clusters by CERC. Additionally, CERC will continue to accept responsibility for providing each operational cluster with formative program evaluation data drawn from quantitative and qualitative data collection from all IE-BTSA program participants.

Research Methods

The method of inquiry into beginning teachers' professional development used in this IE-BTSA project is an original beginning teacher assessment system. This system links semi-structured interview data and classroom-based observation to the *California Standards for the Teaching Profession*. Interview data without linkage to observed behavior cannot be trusted. Therefore, this assessment system seeks to match cognitive constructs of the beginning teacher - how they think - with the observed classroom behavior. These observations and cognitions are recorded on a variety of original instruments developed by the project.

One clear result of this project has been the development of the beginning teacher profile report, the *IE-BTSA Record of Success*. Generated on a quarterly basis, this report provides a cyclical snapshot of the beginning teachers' progress along a continuum from beginner to expert teacher. In 1998-99, CERC research staff will engage in significant information management design and development to integrate the *CFASST* system into our current IE-BTSA information management system. CERC will therefore continue to provide critical formative assessment data to IE-BTSA support providers, beginning teachers, district liaisons and project staff.

In addition to refining the IE-BTSA information management system, we are currently working with 1996-1997 IE-BTSA and CBEDS data (216 beginning teachers) to design and undertake a study to examine teacher retention as well as the following questions.

- *To what extent does the frequency of direct, indirect and non-IE-BTSA Mentor Teacher support services predict goal setting in the IE-BTSA Professional Growth Plan?*
- *To what extent does the kind of IE-BTSA Mentor Teacher support services, direct, indirect and non-IE-BTSA activities, predict goal setting in the Professional Growth Plan?*
- *To what extent does the appropriateness of assessment as measured by the completeness of the IE-BTSA Inventory predict goal setting in the Professional Growth Plan?*
- *To what extent does goal setting in the IE-BTSA Professional Growth Plan predict teaching confidence as measured by Question 30 (six items) in the Statewide BTSA survey?*

To answer our research inquiries, we will construct appropriate databases with the ACCESS data management program, using the 1996-97 IE-BTSA, CBEDS and Statewide BTSA Program Evaluation databases, and apply appropriate multivariate statistical methods to the data.

Implications

It is critical that the types of support offered to beginning teachers, and the success rate of the IE-BTSA program be investigated. Statewide, up to 40 new BTSA projects will be added in 1998-99. Approximately 33% of new teachers in the state of California will be served by this expanded program, budgeted at $33 million. Moreover, the California BTSA program is attracting national attention as a model for teacher induction. We have learned from the *California Mentor Teacher Evaluation Study* (Mitchell, Scott & Hendrick, 1996) that accountability, perceived legitimacy, comprehensive formative assessment and summative evaluation of teacher support programs is a necessary condition for their success and continued existence. The implications of this research could have significant impact on how local new teacher support projects assess, monitor and adjust their programs for successful, effective developmental teacher induction programs.

• Moreno Valley Unified School District Tobacco-Use Prevention Education (TUPE)

Project Evaluation Team

Project Investigator:	***Jane Zykowski***
Director of Student Services:	***Louise Bigbie***
Project Coordinator:	***Patti Hodge***

Moreno Valley Unified School District contracted with the California Educational Research Cooperative (CERC) to develop and implement the program evaluation portion of their Tobacco-Use Prevention Education Project (TUPE) for Grades 9-12. The project has set forth several goals to be accomplished during its two-year implementation. These goals include the following:

- To expand the current tobacco education program for all Moreno Valley Unified School District high school students.
- To provide group sessions for identified current users.
- To educate and encourage all students to refrain from tobacco-use and live healthier lives.

The program evaluation design for the TUPE project is based on answers to the following questions. These questions are:

1. Can at-risk students identify environmental or health hazards that place them at risk for tobacco use? If so, what hazards do they identify?

2. Do the Tobacco Awareness Program (TAP) and the Tobacco Education Group (TEG) intervention programs help at-risk students stop smoking? Is there a difference in tobacco cessation between the self-referred cases and those mandated to attend the TAP and (TEG) Programs?

3. Does awareness of the adverse effects of tobacco made available to all students through a tobacco education curriculum and anti-tobacco materials and literature infusion throughout the school contribute to preventing the reported use of tobacco among high school students?

4. When provided an opportunity, to what degree do parents participate in the TAP/TEG programs made available by the district? Does parent participation in TAP/TEG have a significant influence on tobacco cessation of their child?

Project Activities

To answer the project questions TUPE Project activities are divided into three phases. The first phase, a pre-test survey, is focused on the identification of the knowledge, use, habits, beliefs and attitudes toward the use of tobacco by 1459 high school students.

The second phase of activities involves exposure of the TUPE Target sample to an enhanced tobacco education curriculum.

The third phase of the project includes a post-test survey and analysis of anecdotal records to determine the extent to which curriculum enhancement has influenced the

Phase I: Baseline Survey Results

The pre-test survey or baseline survey of the TUPE Target Group yielded some interesting but not unexpected results. Highlights of these results include the following findings:

- 37% of TUPE survey respondents have friends or know adults who smoke cigarettes.
- 68% of the respondents indicated that cigarettes are very easy or fairly easy to obtain. This is graphically depicted in Figure 1.
- 52% had their first cigarette by the 8th grade with 9% starting in the 4th grade (See Figure 2: Age at First Cigarette).

Figure 1: Availability of Cigarettes

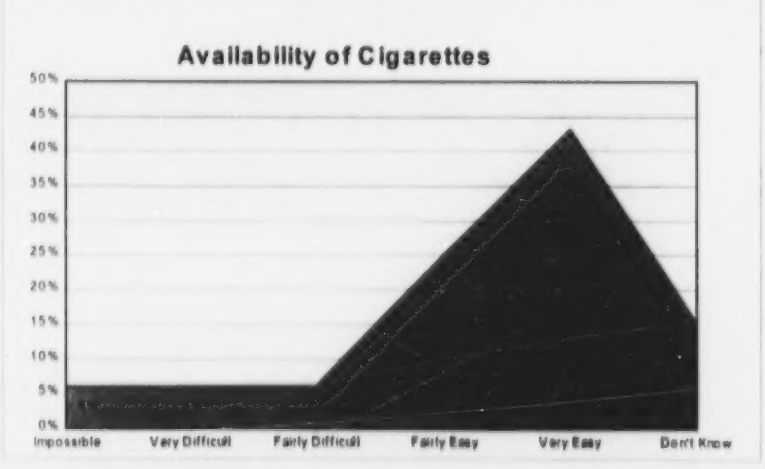
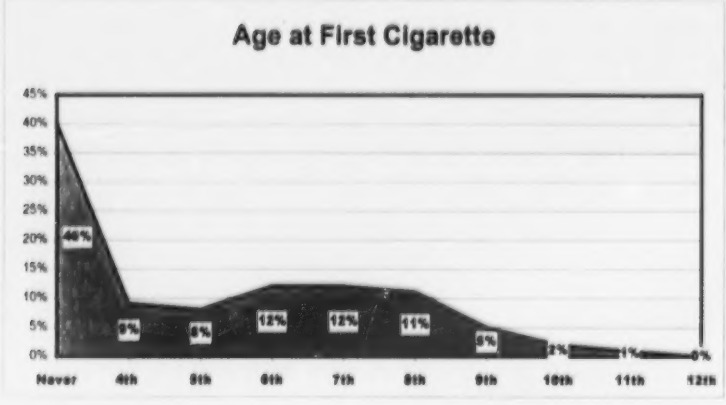
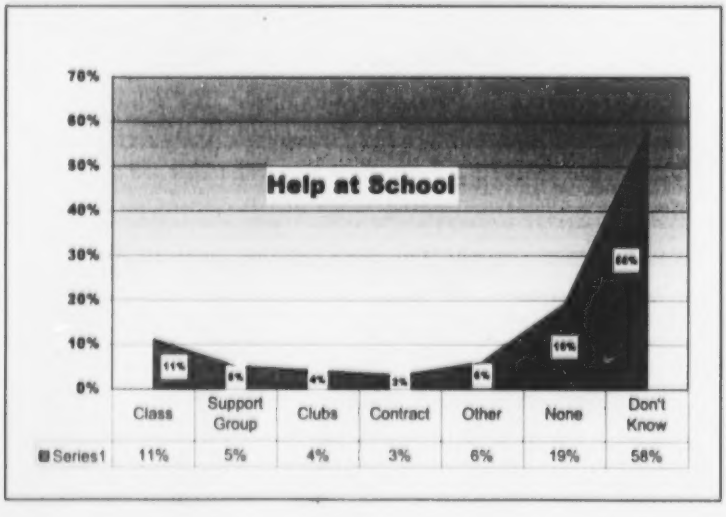


Figure 2: Age at First Cigarette



- 69% believe that people their age smoke
- 65% believe that smoking causes the heart to beat slower.
- 77% are unaware or do not know of help to prevent or stop the use of tobacco in school as can be seen in Figure 3.

Figure 3: Help Available at School



Implications for Phase II

Phase 1 Baseline survey results provide the TUPE Project Implementation Team with overall direction for the second phase of the project—curriculum enhancement. Although the Project Team believed that cigarettes were readily available from numerous sources in the community including friends, family and local markets, they were some what surprised to learn that cigarette

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smoking is a middle school phenomenon. If a child has not smoked by the time he is in the 10th grade, he probably won't smoke at all.

The data also reveal that the students surveyed had misconceptions about the actual effects of smoking cigarettes. Further, approximately ¾ of the TUPE Target Group are not aware of help available at school if they wanted to quit smoking or talk about preventing the development of the habit of smoking cigarettes.

Fiscal Summary

Statement of Operations

July 1, 1996 through June 30, 1997

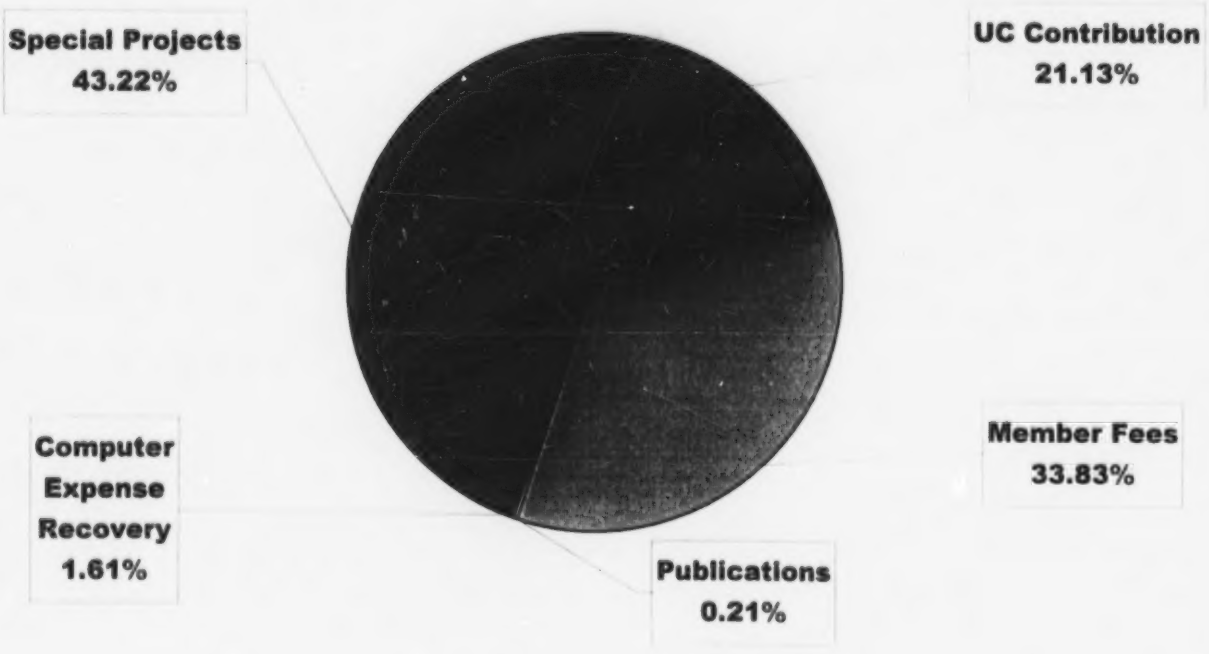
Fund Balance, July 1, 1996	**$94,638**
Revenue	
UC Contribution	$174,061
Member Fees	$278,600
Publications	$1,725
Computer Expense Recovery	$13,281
Special Projects	$355,973
Total Revenue	$823,640
Expenditures	
* Personnel	$279,064
* Travel	$19,179
* Meetings	$8,679
* Printing/Publications	$18,704
* Other Services	$2,433
* Office & Research Supplies	$44,980
* Computer Software/Hardware	$32,267
Subtotal:	$405,306
Special Projects	$355,973
Total Expenditures	$761,279
**Net Revenue	$62,361
Fund Balance, June 30, 1997	**$156,999**

*Line items exclude these expenditures for the Special projects

**Excludes revenue and expenditures for Contracts & Grants indirect costs.

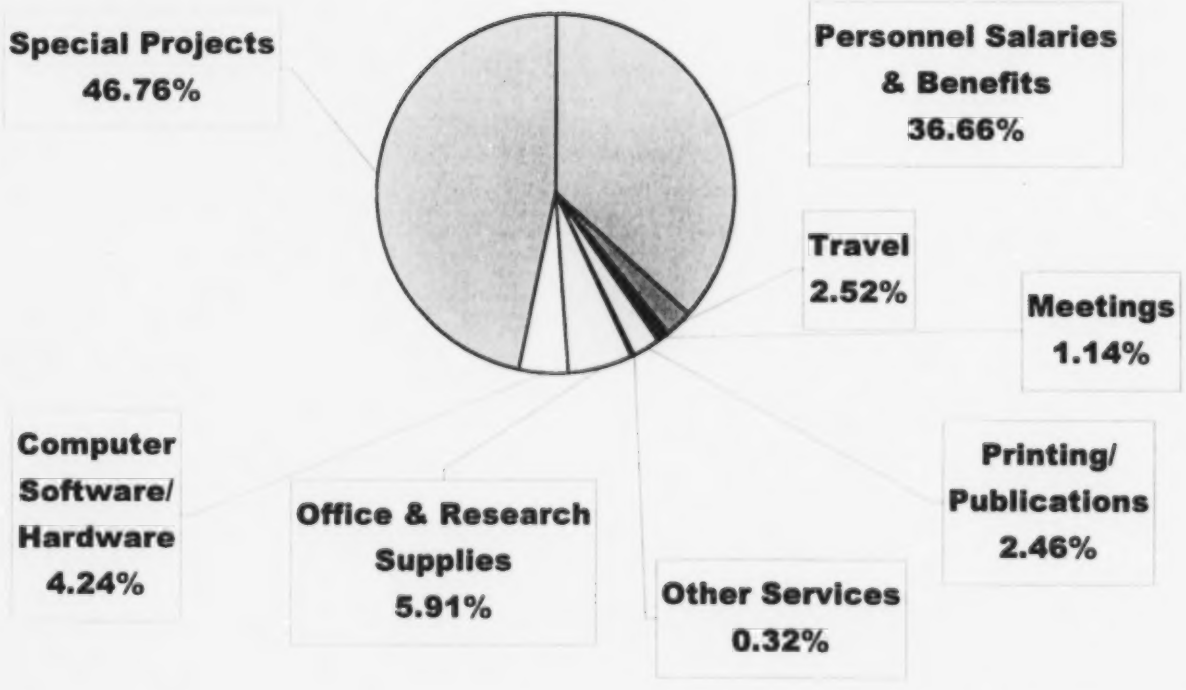
CERC Revenue

Revenue for 1996-1997



CERC Expenditures

Expenditures for 1996-1997



CERC Publications

ANNUAL REPORTS

- **CERC Annual Reports** By Jane L. Zykowski

An annual publication distributed to member district superintendents and school boards reports on the status of the California Educational Research Cooperative. Includes information about the Cooperative such as its organizational, fiscal and research capabilities.

ASSESSMENT AND REMEDIATION

- **Implementing Assessment Alternatives: Leadership Views and Works-in-Progress at the California Assessment Collaborative Pilot Project: Second Year Evaluation Report** by Douglas E. Mitchell, Jean Treiman, and Mahna Schwager

This evaluation report identifies effective elements of alternative assessment programs implemented throughout the state of California. It is the second in a series of two evaluation reports.

December 1994, 38 pages No. AS-005

- **Conceptualizing Assessment Alternatives: First Year Evaluation Report for The Alternative Assessment Pilot Project** by Douglas E. Mitchell and Mahna Schwager

This evaluation report identifies effective elements of alternative assessment programs implemented throughout the state of California. It is the first in a series of two evaluation reports.

February 1994, 14 pages No. AS-004

- **Assessment in the Schools: Paradigms, Promises and Realities** By Mahna T. Schwager, Jerry S. Carlson and Douglas E. Mitchell

This report identifies teacher perceptions of the classroom assessment process. Additionally, it discusses important school environment issues supportive of assessment reform and the restructuring of teachers' attitudes and beliefs regarding classroom practices.

February 1994, 140 pages No. AS-003

- **A District Implementation of Performance - based and Portfolio Assessment for Compensatory Education Students** By Catherine D. Colwell and Douglas E. Mitchell

The advantages and disadvantages of a portfolio's use as an individualized assessment tool are discussed in detail.

January 1993, 39 pages No. AS-002

- **The Cognitive Assessment and Reading Remediation of Chapter 1 Students** By Jerry Carlson and J. P. Das

This report discusses the pilot of a new assessment instrument and remediation materials. It relates the impact of remediation strategies geared to the remediation of cognitive deficits of Chapter 1 students. Subjects were third graders in Hemet

Unified School District. Their gain in word attack skills was approximately two years or more higher than that of their peers.

October 1992, 102 pages No. AS-001

AT-RISK YOUTH

- **Increasing the Educational Gains of At-Risk Children Through a Family Literacy Approach: Evaluation of Three Early Intervention Programs** by Colleen M. McMahon and Judith A. Sylva

This evaluation report discusses the overall efficacy of three early intervention programs for at-risk children. These programs are focused on enhancing student development, parent involvement, and parent-school partnerships. Significant findings are summarized and their programmatic implications presented.

June 1997, 88 pages No. AY-009

- **School Dropouts--A Staff Development Video** By Rita Hemsley, Irving Hendrick, and James Brown

A video tape describing the characteristics of students who do not complete high school. This staff development video provides ideas for intervention strategies for at-risk youth.

December 1993, 30 minutes No. AY-008

- **Promotion versus Retention--A Staff Development Video** By Beth Higbee, James Brown, Jane Zykowski, and Irving Balow

A video tape review of the detrimental effects of retention of children in grade. Intervention strategies focused on promoting rather than retaining are described.

December 1993, 30 minutes No. AY-007

- **Evaluation of the Riverside County Office of Education Tobacco Prevention Among In-School Youth Project** By Douglas E. Mitchell and Jake Zhu

Students' perceptions about the use of tobacco are reported. Findings are discussed in detail. Among the most significant of these is the fact that fourth and fifth grade students are well aware of the social norms associated with tobacco use. As might be expected, boys and girls hold significantly different views about whether friends will be upset if they smoke.

October 1992, 163 pages No. AY-006

- **College-Going Decisions by Chicanos: The Politics of Misinformation** By David Post

Provides answers for the practitioner to the following questions:

1. Why are the rates for college-going Chicanos so low today?
2. Why are they failing?
3. How can educators reduce attrition of high school students as they make the transition to college?

March 1990, 32 pages No. AY-005

- **A Model of Analysis for District Retention Policies--Research Brief** By Mahna Schwager

Research indicates that requiring students to repeat a grade level fails to raise achievement or enhance social and personal adjustment. Moreover, it is significantly linked to dropping out. Retention continues, however, supported by public belief and sanctioned by district policy. This paper presents a model to clarify the practice of retention.

Spring 1990, *Newsletter*, VII, 3 No. AY-004

- **Retention in Grade: A Staff Development Unit** By Jane L. Zykowski, Beth Higbee, et.al.

This is a CERC staff development package for teachers, parents, administrators, and policy makers. It includes a "user friendly" summary of key issues and several overheads relating to research on the retention of students in grade, conclusions, and alternative intervention strategies. Includes video.

February 1994,Staff Dev. Pkg. No. AY-003

- **Early School Leaving in America: A Review of the Literature** By Irving G. Hendrick, Donald L. MacMillan, Irving H. Balow and David Hough

A state-of-the-art look at the "dropout" problem in America between 1940 and 1980.

June 1989, 150 pages No. AY-002

- **Retention in Grade: A Failed Procedure** By Irving H. Balow and Mahna Schwager

A review of the literature focusing on important issues regarding the practice of retaining students in grade. Research to date shows that retention is not effective and supports promotion with remediation as a more effective alternative.

February 1989, 41 pages No. AY-001

CLASS SIZE

- **Modeling the Relationship Between Achievement and Class Size** By Douglas E. Mitchell, Sara A. Beach, and Gary Badarak

A re-analysis of the Tennessee

Project STAR data collected on students in grades 1, 2, and 3 over a period of four years. This report focuses on the interaction of six major forces on achievement when class size is considered.

October 1991, 48 pages No. CS-004

- **How Changing Class Size Affects Classrooms and Students--Research Brief** By Sara A. Beach

A summary of CERC's comprehensive review and analysis of research on class size.

Winter, 1990, *Newsletter*, VII, 2 No. CS-003

- **How Changing Class Size Affects Classrooms and Students** By Douglas E. Mitchell, Cristi Carson and Gary Badarak

A comprehensive review and analysis of research on class size. Provides answers to four policy questions:

1. How much and how reliably do class size reductions lead to increased achievement?
2. Exactly how does changing the student/teacher ratio influence student learning?

3. What are the organizational and fiscal implications of class size and student achievement?
4. What alternative strategies can be found for reducing instructional group size?

May 1989, 95 pages No. CS-002

- **Class Sizes of Selected Courses in Riverside and San Bernardino Counties** By Jeffrey B. Hecht

A review of student instructional load by gender for each subject and/or single-subject grade taught in California school districts in Riverside and San Bernardino Counties.

March 1989, 13 pages No. CS-001

CAREER TRAINING

- **Long-Term Impact of Tech Prep Programs** by Rita Hemsley

This document represents the final evaluation report of the East San Gabriel Valley ROP Tech Prep Program. It summarizes in detail a successful technical training intervention program for high school students.

November 1996, 31 pages No. CT-007

- **Evaluation of East San Gabriel Valley Regional Occupational Program's (ROP) Marketing/Merchandising/ Apparel Program Data** By James C. Dick and Douglas E. Mitchell

An evaluation report on the effective implementation of a vocational education program in Marketing and Merchandising by the East San Gabriel Valley Regional Occupational Program.

January 1993, 21 pages No. CT-006

- **ROC/P MIS--Research Brief** By James C. Dick

A summary of findings from the ROC/P MIS pilot study.

Fall 1991, *Newsletter*, V. IV, 1 No. CT-005

- **MIS Supporting Documents** By James C. Dick and Jeffrey B. Hecht

A technical description of the MIS Software developed and piloted for California's ROC/P.

October 1991, 51 pages No. CT-004

- **Design of a Model MIS for California's Regional Occupational Centers and Programs (ROC/P): Final Report** By James C. Dick, Douglas E. Mitchell, and Jeffrey B. Hecht

This report describes the development, piloting and application of a Management Information System which can aid in decision making for course quality analysis.

October 1991, 109 pages No. CT-003

- **A Study of California's Regional Occupational Centers and Programs--Research Brief** By Jeffrey B. Hecht

An executive summary of the findings of the study on the quality and effectiveness of California's ROC/P.

Fall 1989 *Newsletter*, VII, 1 No. CT-002

- **Quality and Effectiveness of California's Regional Occupational Centers and Programs** By Douglas E. Mitchell and Jeffrey B. Hecht

A study of California's Regional Occupational Centers and Programs (ROC/P) focusing on the operation of these programs in the context of dynamic change.

June 1989, 150 pages No. CT-001

CULTURAL DIVERSITY

- **Cultural Diversity and the Teacher Labor Market: A Synopsis of a Special CERC Report** By Douglas E. Mitchell, Linda D. Scott, Duane Covrig, Joel Carbonel

Highlights four main concepts important in the dimensions of the overall process of preparing, recruiting, employing and retaining teachers. Reveals an important aspect of how the teacher labor market has created a persistent cultural imbalance in the teaching workforce.

Winter 1996, *Newsletter*, VIII, 2 No. CD-002

- **Cultural Diversity and the Teacher Labor Market** By Douglas E. Mitchell, Linda D. Scott, Duane Covrig

A literature review on the teacher labor markets, the demographic composition of the teaching workforce and the occupational character of teaching work. Identifies theoretical models for interpreting the problem of ethnic representation and developing appropriate guidelines for securing better representation of diverse groups.

November 1995, 106 pages No. CD-001

DEMOGRAPHICS

- **Inland Empire Education Summit Notes** By Douglas E. Mitchell and Duane M. Covrig

Demographic characteristics of the Inland Empire depicting major stress factors attributed to rapid population growth. These stress factors include: student and family transience, health risks, family and community pressures, health risks, crime and violence, and the erosion of real resources.

March 1994, 17 pages No. DE-001

MIDDLE LEVEL EDUCATION

- **Middle Level Education: Educationally Sound--Administratively Possible--Research Brief** By David Hough

A two-page summary highlighting the middle school movement and providing a brief description of a survey of middle level programs in California.

Summer 1989, *Nwstlr*, VI, 3 No. MLE-003

- **Middle Level Education in California: A Survey of Programs and Organization** By David Hough

A survey of the grade-level organizational structure and programs focused on grades 5 to 10. Provides school practitioners with a myriad of organizational structures for the

middle grades. Identifies effective practices and programs and makes recommendations founded on current practice in California school districts.

February 1989, 43 pages No. MLE-002

PARENTS AND FAMILIES

- **Vertical Articulation for the Middle Grades** By David Hough

A review of research literature on middle grade education. Provides a historical perspective and describes the efforts of middle school reformers focusing on curriculum improvement.

February 1989, 53 pages No. MLE-001

NEWSLETTERS

- **CERC Newsletters** By Jane L. Zykowski and Douglas E. Mitchell

CERC Newsletters are periodic publications of the California Educational Research Cooperative (CERC) updating research conducted for members of the Cooperative and other interested sponsors.

NEW SCHOOLS

- **School Housing for the Schooling of Children** By Flora Ida Ortiz

A detailed review of the school building process in California. This report reviews the literature on school construction and identifies key roles and agencies in the building of a new school in California.

June 1991, 99 pages No. NS-001

- **A Review of Research on Parental Choice in Education** By Rodney T. Ogawa and Jo Sargent Dutton

This review of literature identifies the most prominent types of parental choice programs that have been proposed, adopted, and implemented throughout the nation. Additionally, it reviews the assumptions serving as the bases for educational choice proposals espoused by parents, the community, and state and local policymakers.

September 1993, 33 pages No. PF-001

SCHOOL ACHIEVEMENT

- **Evaluation of English Language Development Programs in the Santa Ana Unified School District** By Douglas E. Mitchell, Thomas Destino, and Rita Karam

A report on the acheivement of non-English speakers in the Santa Ana school district.

August 1997, 102 pages No. SA-008

- **Principal's Views About Combination Classes** by DeWayne A. Mason, Roland W. Doepner, and Joan Black

A report on combination class (more than one grade level in a classroom) structures in the

elementary school. Views of school principals, strategies for assigning students and teachers to these classes and recommendations for managing the delivery of curriculum and instruction in combination classes are discussed.

March 1995, 43 pages No. SA-007

- **Toward Restructuring and the Improvement of Student's Attitudes and Academic Outcomes: Executive Report** by DeWayne A. Mason, Douglas E. Mitchell, Shannon L. Husted and Jane L. Zykowski

A summary report discussing the attitudes of students, staff, and parents during the restructuring efforts of a California High School.

May 1994, 19 pages No. SA-006

- **National Survey of Combination and Nongraded Classes** By DeWayne A. Mason and Janet Stimson

A report on the frequency with which elementary students are assigned to traditional single-grade and non-traditional combination and nongraded classes in states throughout the nation.

July 1994, 27 pages No. SA-005

- **Review of Literature on Combination Classes** By DeWayne A Mason and Robert B. Burns

This report reviews the literature on combination classes. It distinguishes between two types of combination classes (administrative and developmental) and identifies studies that have examined this organizational structure. Findings are synthesized. Results and conclusions are presented as implications for policymakers, practitioners and researchers.

June 1994, 118 pages No. SA-004

- **How Elementary Principals Assign Teachers and Students to Combination Classes** By Robert R. Burns and DeWayne A. Mason

A description of administrative and management strategies used by school principals to assign teachers to combination-grade classrooms.

September 1993, 21 pages No. SA-003

- **Teachers' Views about Combination Classes** by DeWayne A. Mason, Robert Burns, and Jorge Armesto

This study describes the assignment of students to, teachers' feelings about, and instructional approaches used by teachers in combination classes (two grade levels in one class.)

June 1993, 56 pages No. SA-002

- **CAP: 4-Year Achievement Scores and 2-Year Projection** By Jeffrey B. Hecht and Jane L. Zykowski

A longitudinal summary of member school districts' performance on the California Assessment Program (CAP) over a four-year period from 1983-84 through 1986-87 with a two-year projection for 1987 through 1989.

September 1989, 8 pages No. SA-001

SCHOOL MARKETING

- **Community Satisfaction Survey - Val Verde Unified School District** By Rita Hemsley and Duane Covrig

A technical report on a broad-based survey of community interest and satisfaction undertaken for the Val Verde Unified School District. Results are reported in terms of: demography, community involvement, school management, technology, curriculum and instructional climate and school facilities.

Winter 1994, 125 pages No. SM-006

- **Parenting Perceptions and Expectations of School-Community Communications** By E. Mark Hanson and Walter A. Henry

Parent perceptions and expectations of school-community communications in three school districts are presented. A detailed description of the characteristics of school-community communications is included.

February 1994, 39 pages No. SM-005

- **Parent and Community Satisfaction with Public Education: A Survey of Parents and Citizens in Three CERC School Districts** By Douglas E. Mitchell, Kannanayakal Rajan with E. Mark Hanson and Walter A. Henry

A report of the degree to which parents are satisfied with issues of schooling. Overall, parents and citizens are satisfied with schools. Differences in satisfaction with the schools are focused on specific issues, ethnicity, socio-economic status, and voter status.

September 1992, 23 pages SM-004

- **Educational Marketing and the Public Schools: Policies, Practices and Problems** By E. Mark Hanson and Walter A. Henry

A paper focused on analyzing the marketing concept and illustrating its application to public educational systems. Provides answers to the following questions:

1. What is marketing?
2. What market forces exist in education to create bridges or barriers between schools and communities they serve?
3. Why apply marketing techniques to schools?
4. How do marketers contact various segments of the community?
5. How do schools attempt to communicate with communities and vice versa?

Special focus is placed on the communication needs of bilingual parents.

July 1991, 38 pages No. SM-003

- **Written Communication and the Marketing of Public Schools** By E. Mark Hanson, Walter A. Henry and David Hough

Applies a Marketing Rating Instrument (MRI) to written communications from public schools to parents and community members. Identifies problems with written communication and provides basic strategies for teachers, administrators and school staff members to improve written communications.

February 1991, 31 pages No. SM-002

- **A Plan for Educational Marketing of Val Verde School District** By Tedi K. Mitchell, Douglas E. Mitchell, E. Mark Hanson and Walter A. Henry

A case study analysis of the communications process in a small school district in the process of unification. This paper discusses one district's attempt to identify and isolate communication problems at the district level. Communication problems similar to those of many districts are identified. A plan for remediation is proposed.

January 1989, 36 pages No. SM-001

SCHOOL ORGANIZATION

- **Local Educational Administration In the United States of America: A Brief Description of Principal Organizational Features** By Ronald E. Franklin

This paper comments on federal, state and county organization of education in the public sector, and describes in greater detail the local organizational features in American Education in a federal system where executive responsibility for education lies primarily with the state.

July 1995, 6 pages No. SO-001

- **Professional and Institutional Perspectives on Interagency Collaboration** by Douglas E. Mitchell and Linda D. Scott

This article discusses a number of policy and programmatic issues related to the implementation of the school as the provider of educational and social services.

May 1993, 35 pages No. SO-000

SCHOOL RESTRUCTURING

- **School District System Reform** By Douglas E. Mitchell and Jean E. Treiman

A Case Study of Strategic Planning, Site-Based Management, and Outcome Based Education in Victor Elementary School District

September 1993, 27 pages No. SR-004

- **A Review of Research on Parental Choice in Education** By Rodney T. Ogawa and Jo Sargent Dutton

This review describes the assumptions parents and educators make when making choices about schools their children should attend. Describes parents who choose.

September 1993, 13 pages No. SR-003

- **If Restructuring is the Solution, What is the Problem?** By Thomas Timar

A treatise on the ambiguity of the "restructuring" of the public school and the present catch-all use of the term. It examines prevailing conceptions of school restructuring and their implications for improvement. Dr. Timar argues that current calls for restructuring echo past reform efforts and that restructuring can only succeed as a reform strategy if it addresses the social, political, and ideological contexts that shape educational policy.

May 1992, 41 pages No. SR-002

- **School Restructuring: The Superintendent's View** By Douglas E. Mitchell and Sara A. Beach

An analysis of the meanings of school restructuring to 43 school superintendents. Details
organizational and political issues considered by school superintendents faced with new reform language.

March 1991, 37 pages No. SR-001

SPECIAL EDUCATION

- **Impact of Special Education Pre-Referral Intervention Activities and Alternative Assessments on Ethno-Linguistically Diverse Students**

By Douglas E. Mitchell, Ronald J. Powell, Linda D. Scott and Janet L. McDaid.

A technical report prepared for the California State Department of Education describing the findings of a study of the Special Education Pre-Referral Process in several elementary schools in California. Conclusions are discussed in terms of educational significance and policy implications.

September 1994, 4 pages No. SE-006

- **Impact of Special Education Pre-Referral Intervention Activities and Alternative Assessments on Ethno-Linguistically Diver Students -- Research Brief** By Douglas E. Mitchell, Ronald J. Powell, Linda D. Scott and Janet L. McDaid

A summary of findings of a study of the Special Education Pre-Referral Process in several Elementary schools in California. conclusions are set forth in terms of educational significance and policy implications for the practitioner.

September 1994, Nwsltr VI, I No. SE-005

- **The Impact of California's Special Education Pre-Referral Interventions and Alternative Assessments on Ethno-Linguistically Diverse Students: A Technical Report of the Feasibility Study** By Ronald Powell, Kannanayakal Rajan, Donald Reed, and Linda Scott

A report of the validation on effective elements of the special education pre-referral and alternative assessment procedures for ethno-linguistically diverse elementary students in California.

February 1991, 105 pages No. SE-004

- **Report on the Methodology for the West End Special Education Transition Program Evaluation** By Daniel Morgan and Jeffrey B. Hecht

A report on the development of a Management Information System to assess the quality of life experienced by special need students as they leave high school.

April 1990, 120 pages No. SE-003

- **California's Resource Specialist Programs: School Staff and Parent Evaluations--Research Brief** By Jeffrey B. Hecht and Daniel Morgan

An executive summary of the evaluation of California's Resource Specialist Programs by parents and educators.

Summer 1990, *Newsletter*, VII, 4 No. SE-002

- **School Staff and Parent Evaluation of California's Resource Specialist Programs** By Jeffrey Hecht, Gary Badarak, and Douglas E. Mitchell

This report details the results of an evaluation of the Resource Specialist Program by more than 23,000 parents and educators in 429 schools in California.

April 1990, 151 pages No. SE-001

TEACHER TRAINING

- **California Mentor Teacher Program Evaluation** by Douglas E. Mitchell, Linda D. Scott, and Irving G. Hendrick

This evaluation report details the effectiveness of California's Mentor Teacher Program. It discusses the findings and presents them in light of programmatic and policy implications.
June 1996, 113 pages No. TT-002

- **California's New Teacher Project: A Policy Perspective Summary--Research Brief** By Douglas E. Mitchell and David L. Hough

An executive summary of the project from a policy perspective which discusses and defines support for beginning teachers. Gives specific intervention strategies which school organizations and teacher training institutions could implement to support new teachers.

Fall 1990, *Newsletter*, VIII, 1 No. TT-001

YEAR -ROUND EDUCATION

- **Implementation of Year-Round Operations in the Middle School** By Jane L. Zykowski, Rita Hemsley and Jake Zhu

A technical report detailing the assessment of parent, staff, and student concerns with year-round scheduling at the middle school. Describes and implementation plan for addressing these concerns and a Master Scheduling Plan to equalize attendance tracks. Achievement effects are discussed.

January 1995, 30 pages No. YRE-004

- **Year-Round Education: A California Phenomenon--Research Brief** By Jane Zykowski, David Hough, and Douglas Mitchell

A summary of the year-round school movement in California over the past three decades.

Spring 1991, Nwsltr. VIII, 3 No. YRE-003

- **A Review of Year-Round Education Research** By Jane L. Zykowski, Douglas E. Mitchell, David Hough and Sandra E. Gavin

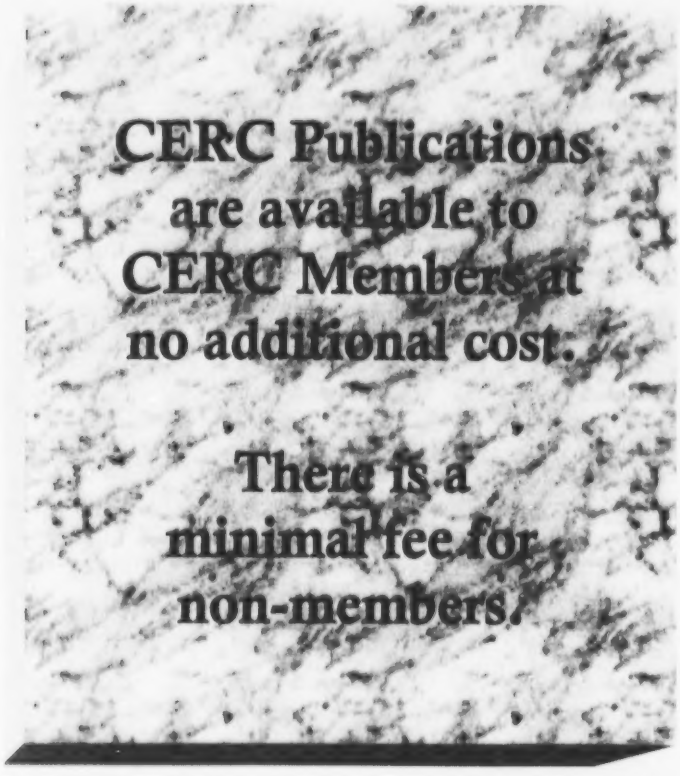
This state-of-the-art review of literature focuses on the fiscal, social, and achievement impact of multi-track year-round school operations. The most comprehensive review of year-round education literature since the early 1970's.

February 1991, 73 pages No. YRE-002

- **Year-Round Education Feasibility Guidelines** By Patricia Matthews, Jane L. Zykowski and David Hough

A series of worksheets developed to assist districts in assessing the capital, operational and transition costs of conversion to year-round school operations.

October 1989, 117 pages No. YRE-001



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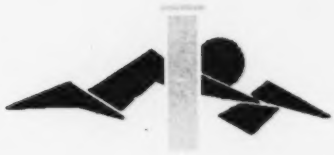

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Education:
Loyola Marymount University Los Angeles, CA 1977-1979
Major Emphasis: History

Work Experience:
Administrative Assistant, Chicano Student Programs 1981-82
Secretary II, Political Science Department 1984-86
Administrative Assistant, UCR's California Museum of Photography 1986-88
Administrative Assistant, College of Humanities & Social Science 1987
Assistant to the Assistant Vice Chancellor, Student Services 1988-1995
Chief Administrative Officer, CERC 1995-Present

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Education:
BA (Anthropology) University of California, Irvine, 1990.
BA (Psychology) University of California, Irvine, 1990.
BA (Sociology) University of California, Irvine, 1990.
MA (Sociology) University of California, Riverside, 1997.
Ph.D. expected (Sociology) University of California, Riverside, 1999

Work Experience:
Lecturer, San Bernardino Community College, 1997-98.
Lecturer, Crafton Hills Community College, 1997-98.
Research Assistant, Religions of Asia, 1997.
Committee Member, Human Subjects Committee, University of California, Riverside, 1996-present.
Research Assistant, Sociology of Education, 1996.
Teaching Assistant, University of California, Riverside, 1995-97.
Lecturer, San Diego City Community College, 1995.
Research Assistant, Sociology of Mass Media and Advertising, 1994-96.
Lecturer, San Diego State University, 1992-93.
Teaching Assistant, San Diego State University, 1992.
Research Assistant, Sociology of Dating Violence, 1992.
Archaeologist, 1990-94.

Research Interests:
Sociological Theory; Social Psychology; Applied Sociology; Sociological Research Methods; Sociology of Education; Sociology of Religion; Sociology of Emotions; Dynamics of Social Interaction and Self Formation; Mass Media and Communications Studies.

Ed Collom
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M.A., Sociology University of California Riverside, 1996 Certificate, Global Peace and Security University of California Santa Barbara, 1993
B.S., Business Administration University of California Riverside, 1992

Work Experience:
Research Fellow, CERC University of California Riverside, 1/98 - Present
Teaching Assistant, Department of Ethnic Studies University of California Riverside, 9/97 - 12/97
Teaching Assistant, Department of Sociology University of California Riverside, 9/95 - 6/97
Research Interests:
Social Inequality: Race, Class, and Gender Political Sociology

Janet Harshman
Administrative Assistant I
Work Experience:
Sales/Rental Gallery Manager Riverside Art Museum, 1986-1988
Financial Services Representative, Bank of America, 1990-1995
Member Services, Riverside Campus Federal Credit Union, 1995-1996
Senior Clerk, Commons-UCR, 1997
Administrative Assistant, CERC, 1997-Present

Rita Hemsley
Assistant Research Educationist
Education:
B.A., University of California, Riverside, Liberal Studies.
French Major and Education Minor.
M.A., University of California, Riverside.
Educational Psychology --emphasis in Special Education and Research Methodology.
Teaching Credentials, University of California, Riverside, 1988.
Multiple-Subject and Special Education.
Ph.D., University of California, Riverside, 1991. Exceptional Children--minors in Research Methodology and Educational Theory.
Work Experience:
Teacher, Valley Preparatory School, Redlands, CA 1980-1984. Evaluation Consultant, Integrated School-Linked Services (Healthy Start) SRI, International. 1992-present.
Research, MacMillan Research Group, University of California, Riverside. 1985-1993.
Lecturer, Guidance in Special Education, University of California, Riverside, 1993-present.
Assistant Research Educationist, CERC,1993-present.
Research Interests:
Issues in Special Education: At-Risk Students, Self-Concept, Measuring Achievement, Transition Training Career/Alternative Education; Program Evaluation Psychometrics

Deborah Huston
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MS, University of California, Riverside
Work Experience:
Teacher, Riverside Community College, 1993-Present.
Researcher, MacMillan Research Group, UC Riverside, 1991-1993.
Staff Research Associate, Life Span Project, 1991-1997.
Staff Research Associate, CERC, 1997-Present
Teaching Areas:
Math and Statistics

Research Interests:

Lifespan development of people with mental retardation, East San Gabriel Valley Regional Occupational Program (ESGVROP): Studying the effects of this program on high school graduates, Archaeology: The preservation of prehistoric and historic archaeological resources of western U.S.

Rita Karam
Research Fellow

Education:

B.A., Sociology, American University of Beirut, 1990.
M.A., Sociology, California State University, Fullerton, 1994.

Work Experience:

Research Consultant, California State University, Fullerton 1992-1993.
Research Assistant, Southwest Regional Laboratory (SWRL) 1992-1994.
Parent Institute Coordinator, Southwest Regional Laboratory (SWRL) 1994.
Statistician, House Ear Institute (HEI), 1994-1995.
Research Associate, University of California, Riverside 1995-1996.
Research Fellow, University of California, Riverside 1996-present.

Research Interests:

Program Evaluation in Education, Social Sciences and Medical Fields Clinical Outcomes

Douglas E. Mitchell
Director

Education:

B.A., Mechanical Engineering, Rensselaer Polytechnic Institute, Troy, New York, 1959.
B.A., Divinity, Chicago Theological Seminary, Chicago, Illinois, 1963.
Ph.D., Political Science, Claremont Graduate School, Claremont, CA 1973.

Work Experience:

Counselor, Indiana State Prison, Michigan City, Indiana, 1961-1962.
Minister, Coloma United Church of Christ, Coloma, Michigan, 1962-1965.
University Pastor, Gunsaulus Foundation, Illinois, 1965-1967.
Assistant Chaplain, The Claremont Colleges, Claremont, CA 1967-1969.
Assistant then Associate Director, and Acting Instructor, Administrator Preparation Program. Claremont Graduate School, Claremont, CA 1970-1972.
Lecturer, School of Education University of California, Riverside, Riverside, CA 1972-1973.
Assistant Professor, School of Education, University of California, Riverside, Riverside, CA 1973-1979.
Associate Professor, School of Education University of California, Riverside, Riverside, CA 1979-1983.
Professor and Associate Dean, School of Education, University of California, Riverside, Riverside, CA 1983-1985.
Professor, School of Education, University of California, Riverside, Riverside, CA 1985-Present.
Director, CERC, University of California, Riverside, Riverside, CA, 1988-Present.

Research Interests:

Education policy formation and implementation; organization and control of school systems; labor relations and teacher incentives; citizen influence and school politics.

Teaching Areas:
Educational policy; social science theory; and school politics.
Public Services and Awards:
Stephen K. Bailey Award, Politics of Education Association, Intellectual Contributions to the Field of Politics and Policy Analysis, 1996.
Sociology of Education Association President 1990-1991.
Politics of Education President, 1982-1984.
National Society For the Study of Education
American Political Science Association

Ross E. Mitchell
Research Fellow
Education:
Currently pursuing the degree of Doctor of Philosophy, Education
University of California, Riverside, TBA
Single Subject Credential, Physical Sciences, State of California
University of California, Riverside, 1993.
Master of Science, Physical Chemistry
The University of Chicago, 1989.
Bachelor of Science, Chemistry
University of California, Riverside, 1986.
Work Experience:
Research Fellow, CERC, School of Education, University of California, Riverside, 1997-Present.
Science Teacher, Pacific High School, San Bernardino, California, 1992-1994 & 1995-1997.
Water Safety Instructor, Owner
Ross E. Mitchell Swimming & Home Pool Safety Lessons, San Bernardino, California, 1995-1996.
Science Teacher, Serrano Middle School, San Bernardino, California, 1994-1995.
Water Safety Instructor, Lifeguard & Pool Manager, City of San Bernardino Department of Parks, Recreation & Community Services, 1994-1996.
Science Teacher, Westbury Senior High School, Houston, Texas, 1991-1992.
Graduate Teaching Assistant, Department of Chemistry, University of Minnesota, Twin Cities, 1990-1991.
Research Assistant, Department of Chemistry, University of Minnesota, Twin Cities, 1990.
Teaching Assistant, Department of Chemistry, The University of Chicago, 1989.
Research Associate, Physics Division, Argonne National Laboratory, 1988-1989.
Research Assistant, Department of Biochemistry and Molecular Biology, The University of Chicago, 1987.
Laboratory Assistant, Departments of Chemistry and Physics, The University of Chicago, 1986-1987.
Teaching Assistant, Department of Chemistry, University of California, Riverside, 1986.
Research Interests:
Factors Influencing High Level Mathematics & Science Participation at the Secondary Level, Science Curriculum & Instruction Policy, Scientific Career Development

Linda C. Mizuhara
Administrative Assistant II
Education:
San Jose State University, San Jose, CA 1985-1987
Major Emphasis: Nursing
Foothill College, Los Altos Hills 1988-1990 Major: Advertising
Work Experience:
Human Resource Assistant/Receptionist, Monoclonal Antibodies, Inc. 1988-1990

Administrative Assistant, Chomerics, Inc. 1990-1992
Administrative Assistant, Pavement Recycling Systems, Inc. 1993-1994
Administrative Assistant, Harber Companies, Inc. 1994-1997
Administrative Assistant, CERC, 1997-Present

Louisa J. Ng
Research Fellow

Education:
B.A., English, University of California, Irvine 1996

Experience:
Coordinator, Walk for Ethnic Studies
1994 Asian Pacific American Awareness Planning Committee, 1994
Facilitator, Asian Pacific Student Association High School Outreach Conference, 1994
Chair, Student Asian Pacific Americans in Higher Education at UC1994-1995
National APAHE Planning Committee, 1995
Vice-Chair, Asian Pacific Student Association at UCI 1995-1996
Cross Cultural Center Fellow 1995-1996
ASUCI Unity Fest Planning Committee, 1996
Research Fellow, CERC, 1996-present

Research Interests:
Education and Administration Policy; Funding Resources; Asian Pacific American Community Issues; Cultural Diversity in the Teaching Workforce

Rodney T. Ogawa
Director

Education:
B.A., History, University of California, Los Angeles, Los Angeles, CA 1970.
M.A., Education, Occidental College, Los Angeles, CA 1971.
M.A., Educational Administration, California State University, Los Angeles, CA 1976.
Ph.D., Educational Administration, Ohio State University, OH 1979.

Work Experience:
Social Science Teacher, John Muir High School, Pasadena Unified School District, Pasadena, CA 1971-1974.
Curriculum Specialist, Pasadena Unified School District, Pasadena, CA 1972-1974.
Associate Director, Emergency School Aid Act Project, Pasadena Unified School District, Pasadena, CA, 1974-1977.
Post-Doctoral Trainee, Organizations Research Training Program, Stanford University, Stanford, CA 1979-1980.
Assistant Professor, Department of Educational Administration, University of Utah, Salt Lake City, UT 1980-1986.
Associate Professor, of Educational Administration, University of Utah, Salt Lake City, UT 1986-1992.
Associate Professor, School of Education, University of California, Riverside, Riverside, CA 1992-1994.
Associate Director, CERC, University of California, Riverside, Riverside, CA, 1993-1995
Professor, School of Education, University of California, Riverside, Riverside, CA 1994-Present.
Co-Director, CERC, University of California, Riverside, Riverside, CA 1995-Present. Research Interests: Theories of organization and leadership applied to studying schools; school-family relations. Teaching Areas: Organizations theory; leadership

Public Service & Awards:
William Davis Award, University Council for Educational Administration Most Outstanding Article of the 1995 Volume of Educational Administration Quarterly, Spring, 1996.
Student's Choice Award for Teaching, The Associated Students of the University of Utah, 1992.
Outstanding Teaching Award, Graduate School of Education, University of Utah, 1992.
Visiting Scholar, Stanford Center for Organizations Research, Stanford University, 1991.

Laurie Riggs
Research Fellow
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BA-Mathematics: California State University, San Bernardino 1994
MA-Mathematics: California State University, San Bernardino 1996
Work Experience:
Math Teacher: Christian Center Academy 1985-1993
Graduate Teaching Assistant: California State University, San Bernardino1994-1996 Lecturer: California State University, San Bernardino 1994-1996
Research Fellow: University of California, Riverside 1996-present
Research Interests:
Math Education, Technology in the Classroom, Teacher Education

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Education:
B.A., City University of New York. 1969
M.A., State University of New York, Albany. 1971
Ph.D., University of California, Riverside. 1990
Major emphasis: Curriculum and Instruction; Teacher Education; Diversity Issues in Education with an emphasis on Native American Education.
Work Experience:
Secondary Teacher and English as a Second Language Resource Specialist.1969-1981.
Academic Program Coordinator, Language Center of the Pacific. 1981-1986.
Supervisor of Teacher Education, Lecturer, University of California, Riverside. 1986-1989.
Program Coordinator, California New Teacher Project. 1989-1991.
CAPP Grant Director, U.C. Irvine/Sherman Indian High School Partnership. 1991-1993.
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Research Interests:
Teacher Education; Multicultural Education; Literacy and At-Risk Students

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Computer Resource Specialist
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B.A., History, California State University Long Beach, 1973
M.A., Humanities, California State University, Dominguez Hills, 1997
Work Experience:
Administrator, Group Legal Services, The Barnett Law Firm, Norwalk, CA 1973-1976.
Administrative Assistant, UCLA Neuropsychiatric Institute, Pomona, CA 1985-1990.

Staff Research Associate II, Life Span Development Research Project.1990-Present
Computer Resource Specialist, CERC/School of Education, 1995.

Susan Simmerman
Research Fellow

Education:

M.S. (Clinical Psychology), United States International University (CA), 1994
Multiple Subject and Special Education Clear Teaching Credentials, CA
Multiple Subject and Special Education Permanent Teaching Credentials, NY
M.A. (Education), Nazareth College of Rochester (New York), 1987
B.A. (Psychology), Nazareth College of Rochester (New York), 1985

Work Experience:

Research Fellow, CERC, University of California Riverside, 1997 to Present
Teacher, San Luis Rey Psychiatric Hospital, San Dieguito Union High School District (CA), 1993-1996
Educational Consultant, San Dieguito Union High School District, 1992-1996
Guest Lecturer for Master's level Tests and Measurements class at Point Loma College, San Diego, CA, Spring 1991.
Lecturer for San Dieguito Union High School District, Special Education Faculty, Encinitas, CA, Spring 1991.
Special Education Teacher, Torrey Pines and San Dieguito High Schools, San Dieguito Union High School District, 1989-1992
Special Education Teacher, Cortland High School, Board of Cooperative Educational Services (NY), 1987-1989
Library Assistant, Technical Services Division, Nazareth College of Rochester (NY), 1984-1987
Camp Counselor, Camp Iroquois Summer Camp for the Disabled, Ithaca (NY) Youth Services, summers 1983-1984
Field Assistant, Plant Breeding Department, Cornell University (NY), summers 1979-1981
Research Interests: Teacher Preparation and Professional Development (retention and attrition, induction and long-term growth). Resiliency and its effects on academic success

Dana Slawsby
Student Affairs Officer III

Education:

BA, History and Business, California State University San Bernardino, 1994
MA, National Security Studies, California State University San Bernardino, 1996

Work Experience:

Tutor, 1992-1994, Sherman Indian High School.
Intern, 1996, Congressional Research Service, Foreign Affairs and National Defense.
Education Technician, Social Science Teacher, Math Technician, Computer Specialist, 1995-Present, Sherman Indian High School.
Student Affairs Officer III, 1997-Present, University of California, Riverside.

Teaching Areas:

Social Science and Math

Research Interest:

Evolution of Modern Education System; Morality in Education; Impact of Boarding School System (from 1800s to present) on American Indian Society.

Kim T. Tang
Research Fellow

Education:

Single Subject Life Science Credential, University of California, Irvine, 1995
Supplementary in Chemistry, University of California, Irvine, 1995
Bachelor of Science in Biological Sciences, University of California, Irvine, 1994

Professional Experience:

Research Fellow, CERC, University of California, Riverside, 1997-Present
Science Teacher, Granada Middle School, Whittier, California, 1995-1996
Participant of Project SMART, UC Irvine, 1994-1996
Presenter, Multicultural Science Education Conference, UC Irvine, 1994
Resource Specialist Assistant, Taft Elementary School, Orange, California, 1993
Math/Science Teacher, Hunter Program, Laguna Niguel, California, 1992-1993
Research Assistant, Dept. of Pharmacology, University of California, Irvine, 1990-1992
Bank Teller, Bank of America, Orange, California 1989-1992
Manager, Tastee Freez, Orange, California 1987-1988

Research Interests:

Educational Psychology, Science Education, Educational Technology, Diversity in Education

Jane Zykowski
CERC Liaison & Publications Editor
Lecturer and Specialist in Education

Education:

BS University of Pittsburgh, 1967
M.Ed. University of Pittsburgh, 1968
Ph.D. University of California, Riverside, 1983

Work Experience:

Elementary, Middle School and Special Education Teacher, 1968-1972. Teacher on Special Assignment, 1972-1975.
Elementary and Middle School Principal, 1975-1985.
Superintendent of Schools, 1985-1988.
CERC Manager, 1988-1994.
Lecturer and Coordinator, School of Education,
University of California, Riverside
Administrative Services Credential Coordinator, 1994-Present.
CERC Publications Editor 1985-Present
CERC Liaison 1997-Present

Research Interests:

School leadership; organizational change; consensus management; year-round education; and retention in grade.

Teaching Areas:

Educational administration; organizational theory; school careers, instructional systems and school district management and administration.

Public Service & Awards:

USOE Graduate Fellow, Edith M. Bates Doctoral Scholarship, Cum Laude – University of Pittsburgh, Life Member Parent Teacher Association, Teacher of the Year 1972, Successful Urban Practice Recipient 1980, CSBA Golden Bell Award 1982, USOE Exemplary School Least Restrictive Environment 1983 Phi Delta Kappa Outstanding Service to Public Education Key 1993,
Consultant and Program Evaluator for numerous CERC Districts and County Offices of Education, Vice President and President of Riverside Chapter Phi Delta Kappa 1990-1995.

Irving Balow
Professor Emeritus and Dean
1972-1987

Jan Blacher

Research Interests:

Principal Investigator for 10-year study funded by the National Institute on Child Health and Human Development pertaining to out-of-home placement of children with severe handicaps-- correlates and consequences. Study populations include Anglo, Latino, and African-American samples. Principal Investigator on study of dual-diagnosis and family involvement. Specific research topics focusing on mental retardation include: family involvement with children in out-of-home placement settings; family stress and adjustment to a child with handicaps and dual-diagnosis; parent-child attachment; severe mental retardation/autism.

Teaching Areas:

Mental retardation (severe handicaps; autism); family influences on development; early childhood/special education; dimensions of exceptionality.

Public Service & Awards:

Recipient of Research Award, American Association on Mental Retardation (Region II); Fellow, American Association on Mental Retardation; Fellow, American Psychological Association; Executive Board Member, American Association on Mental Retardation (Region II); Distinguished Visitor, Faculty of Education, University of Alberta at Edmonton, Fall, 1984.

Jerry Carlson

Research Interests:

Processes of cognitive development; assessment of intellectual functioning; and international educational exchange.

Teaching Areas:

Cognitive development; individual differences.

Public Service & Awards:

Fulbright Hayes Award, 1970-71; Alexander von Humboldt-Stiftung Award,1974-76 (by government of West Germany); 1987 Outstanding Research Award, Council on International Exchange; Listed in Who's Who in the West; President, International Association for Cognitive Education.

Pamela Clute

Research Interests:

Teaching teachers how to teach contemporary mathematical ideas through an integrated curriculum; women, minorities and mathematics; techniques for developing critical thinking through mathematics instruction.

Teaching Areas:

Mathematics and education.

Public Awards:

1992 Non-Senate Distinguished Teaching Award. Riverside County Woman of Achievement, 1988. Outstanding Service Award, California Math Council, 1991;

1995 Woman of the Year, California State Legislature 80th A.D.; 1997 Instructor of the Year, U.C. Extension.

Current Grants:

Community Teaching Fellowship Program; Inland Area Mathematics Project; California Alliance for Minority Participation (NSF), ATHENA (NSF).

Thomas Destino

Research Interests:

Second language teaching and learning in the classroom setting. Immersion classrooms to various second language settings including ELD and other settings.

Teaching Areas:

Foreign Language Education, specifically in second language teaching and learning. Native and second language literacy development and discourse analysis in schools.

James Dillon

Research Interests:

Question-answer processes; conceptions of Teaching; group discussion and deliberation.

Teaching Areas:

Curriculum and instruction.

Dan Donlan

Research Interests:

Curriculum and instruction; reading, written composition, reading and writing in the content areas; response to literature; teachers as researchers; the effect of classical music on the spontaneous writing of junior and senior high school students.

Teaching Areas:

English education, literacy and reading, multicultural literature programs.

Public Service & Awards:

Chair, Conference on English Education Commission to investigate graduate

programs in English education; member, NCTE Standing Committee on Research; editor of research column for English Journal; referee for Research in the Teaching of English.

Sharon Duffy

Research Interests:

Lifespan development; residential and school placement; family and school influences on development of individuals with mental retardation; quality of life measurement; mental health and mental retardation.

Teaching Area:

Mental retardation; Special Education issues.

Richard Eyman

Research Interests:

Research on mental retardation.

Teaching Areas:

Psychometrics and statistics.

Public Service & Awards:

American Association on Mental Deficiency National Award for Research in Mental Retardation, 1987; American Academy on Mental Retardation Career Research Award, 1989.

Paul Green

Research Interests:

Politics of Desegregation, Public Policy, Racial Justice

Teaching Area:

Public Policy and Law.

Frank Gresham

Research Interests:

Social skills assessment and training with children; behavioral consultation; applied behavior analysis.

Teaching Areas:

School psychology; consultation; applied psychological measurement; ecological behavioral analysis; behavior disorders.

Grant Activity:

MacMillan, D., Gresham, F., & Swanson, L. Utility of Alternative Assessment Models for Identification of Mildly Handicapped Children. U. S. Department of Education, Office of Special Education, funded in the amount of $785,000 for 5 years; Gresham, F., & MacMillan, D. Social and Affective Outcomes of Special Education Placement Options. U. S. Department of Education, Office of Special Education, funded in the amount of $850,000 over 5 years.

Professional Association Elections:

Elected Fellow of Division 5 of the American Psychological Association (Division of Evaluation, Measurement, and Statistics).

E. Mark Hanson

Research Interests & Professional Activity:

Organization and governance in American education; management reform in Latin American Educational Systems.

Teaching Areas:

Organization and administration of schools, organization theory, educational change.

Public Service & Awards:

Fulbright Scholar 1992-1993, Fulbright Senior Scholar Advisory Committee, 1983-1986; Fulbright Research Award, Colombia & Venezuela, 1980; Consultant to the World Bank, the Agency for International Development, UNDP and UNESCO on Administrative Reform in Developing Nations; Board of Governors, Comparative & International Education Society, 1990-1993.

Dorothy Hartley

Research Interests:

Education Equity and Excellence, Management of Multicultural Work Force, Intercultural and Crosscultural Communication. Bilingualism and Multicultural Education, Second Language Acquisition, Language and Cultural Studies, Non- Verbal Communication and Teacher Preparation.

Teaching Areas:

Multicultural Education in the American Schools

Rita Hemsley

Teaching Interests:

Teachers as researchers.

Research Interests:

Issues in Special Education: At-Risk Students, Self-Concept, and Measuring

Achievement, Transition Training
Career/Alternative Education;
Program
Evaluation Psychometrics

Irving G. Hendrick
Interim Dean, School of Education
Retired June 1997

Research Interests:
History of education in California; history of educational opportunities provided for non-white minority groups in the United States; history of special education; history of teacher education.

Teaching Area:
History of American education.

Donald MacMillan

Research Interests:
Factors related to academic and social status of mildly retarded, behaviorally disordered, learning disabled and environmentally at-risk children.

Teaching Area:
Mental retardation.

Public Service & Awards:
Edgar A. Doll Award, Division 33 of American Psychological Association; Associate Editor: American Journal of Mental Deficiency, Exceptional Children; Consulting Editor: Journal of Educational Psychology, American Journal of Mental Deficiency; Member, Advisory Committee to the U.S. Commissioner of Education on Intramural Research Program; Member, Human Development and Aging Study Section, NICHD, NIH 1983-1986; Expert Witness in Merry et al. v. Parkway et al., National Disabilities Research Task Force: Part E of I.D.E.A.; 1990 Education Award, American Association on Mental Retardation; 1998 Research Award, Council for Exceptional Children; Distinguished Researcher Award-Special Education SIG, AERA, 1998.

Colleen McMahon

Research Interests:
Applied behavior analytic approaches to problems in childhood; social behavior of child with disabilities; behavioral interventions with pediatric populations; early childhood interventions.

Teaching Areas:
School psychology; behavioral assessment; child behavior interventions; and developmental disabilities.

Kathleen Metz

Research Interests:
Development of children's problem solving and understanding in the domains of science and mathematics; the architecture of children's science and mathematics knowledge; and effective mathematics and science instruction.

Teaching Areas:
Cognition and instruction, especially in science and mathematics.

Public Service & Awards:
Membership in American Educational Research Association, Cognitive Science Society, and Society for Research in Child Development; National Council of Teachers of Mathematics; National Association for Research in Science Teaching.

Douglas E. Mitchell

Research Interests:

Education policy formation and implementation; organization and control of school systems; labor relations and teacher incentives; citizen influence and school politics.

Teaching Areas:

Educational policy; social science theory; and school politics.

Public Services and Awards:

Stephen K. Bailey Award, Politics of Education Association, Intellectual Contributions to the Field of Politics and Policy Analysis, 1996, Sociology of Education Association President1990-1991, Politics of Education President, 1982-1984, National Society For the Study of Education American Political Science Association.

Richard Newman

Research Interests:

Children's learning and cognitive development, achievement motivation, interplay between socialization and cognitive development.

Teaching Areas:

Cognitive development and educational psychology.

Public Service & Awards:

Membership in American Educational Research Association (Special Interest Group: Motivation in Education), Society for Research in Child Development, and American Psychological Association. Editorial consultation: Child Development, Journal of Educational Psychology.

Rodney Ogawa

Research Interests:

Theories of organization and leadership applied to studying schools; educational indicator systems; organizational learning.

Teaching Areas:

Organizations theory; leadership.

Public Service & Awards:

Membership in American Educational Research Association; Editorial Board member for Educational Administration Quarterly.

Flora Ida Ortiz

Research Interests:

School careers; socialization processes; and instructional systems and school superintendency; succession processes; school housing; educaitonal administration practices in English speaking countries.

Teaching Areas:

Qualitative research methods; the school as a social system; role formation in school organizations; and the school superintendent; planning and designing educational facilities; diversity in educational administration.

Public Service & Awards:

Advisory Council for the National Center for Educational Leadership; Advisory Council for the Center for Creative Leadership; American Educational Research Association Division A Secretary; numerous civic and campus committees; Association for Supervision and Curriculum Development; Council for Educational Facility Planning, International; YWCA Women of

Acheivement Award; Women Who Make a Difference Award.

Reba Page

Research Interests:

Curriculum differentiation in classrooms and schools, particularly as manifested in tracking, and the relation of curriculum to cultural differentiation (e.g., by age, race, social class, etc.).

Teaching Areas:

Curriculum theory, practice, and history; interpretive research methods; secondary education; organizational cultures

Public Service & Awards:

Spencer Fellow, National Academy of Education, 1986-1987; Program Chair, Division B (Curriculum Studies), 1989-1990, and Division G (Education in Social Context), 1992-1993,
AERA; U.S. Editor, Journal of Curriculum Studies, 1990-1993; 1994 Outstanding Recent Graduate Award, University of Wisconsin-Madison.

Judith Sandholtz

Research Interests:

Teacher development; collaborative teacher education; professional development schools; and technology in education.

Teaching Areas:

Curriculum and instruction; teacher education.

Public Service and Awards:

Distinguished Program in Teacher Education Award, Association of Teacher Educators, 1997; Exemplary Teacher Educaiton Program, national Eudcaiton Association, 1994; Quality of Education Award, California Council on the Education of Teachers, 1991. Membership in AERA, ATE, ASCD, CCET, SCATE.

Linda D. Scott

Research Interests:

Teacher Education; Multicultural Education; Literacy and At-Risk Students, Development of curriculum, instruction and assessment for teacher induction and education, Retention of students at risk of early school leaving, Cultural Diversity, Literacy

Teaching Areas:

New Teacher Support

Teacher Education: Curriculum and Instruction, Teaching Literature, Writing and Reading; Beginning Teacher Support and Assessment

Grant Awards:

California New Teacher Project. 1989-1991. CAPP Grant Director, U.C. Irvine/Sherman Indian High School Partnership. 1991-1993. Principal Investigator, CPEC Mathematics and Science for American Indian Students/Sherman Indian High School. 1994-1998; Beginning Teacher Support and Assessment, 1994-present; Beginning Teacher Support and Assessment Statewide Evaluation, 1995-present.

Lee Swanson

Research Interests:

Information processing and individual differences; learning disabilities.

Teaching Areas:

Assessment, tests and measurement; learning disabilities

Thomas Timar

Research Interests:

State and local educational policy; educational policy and culture; educational policy and institutional behavior.

Teaching Areas:

Educational policy and politics; educational policy formulation and implementation; policy and finance.

Jane Zykowski

Research Interests:

School leadership; organizational change; consensus management; year-round education; and retention in grade.

Teaching Areas:

Educational administration; organizational theory; school careers, instructional systems and school district management and administration.

Public Service & Awards:

USOE Graduate Fellow, Edith M. Bates Doctoral Scholarship, Cum Laude –University of Pittsburgh, Life Member Parent Teacher Association, Teacher of the Year 1972, Successful Urban Practice Recipient 1980, CSBA Golden Bell Award 1982, USOE Exemplary School Least Restrictive Environment 1983, Phi Delta Kappa Outstanding Service to Public Education Key 1993, Consultant and Program Evaluator for numerous CERC Districts and County Offices of Education, Vice President and President of Riverside Chapter Phi Delta Kappa 1990-1995.

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